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Creativity. Collaboration. Innovation.

**Where optimistic innovators come
together to create opportunity!**

CHARTER PETITION

Submitted to the Oakland Unified School District

August 14, 2013

EAST BAY INNOVATION ACADEMY (EBIA)

Creativity, Collaboration, and Innovation

A place where optimistic innovators come together and create opportunities!

Charter Petition

Submitted to the Oakland Unified School District

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OUSD CERTIFICATION STATEMENT

Proposed Charter School Name: EAST BAY INNOVATION ACADEMY

Proposed School Location (City): OAKLAND, CALIFORNIA

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the Superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Laurie Jacobson Jones

Signature of

Authorized Persons:

Rochelle L. Benning

Date

9/13/13

(Please label the copy that has original signatures.)

Print/Type Name: Rochelle L. Benning and Laurie Jacobson Jones

Address: 873 Rosemount Road, Oakland, CA 94610 (Rochelle)

774 Calmar Avenue, Oakland, CA 94610 (Laurie)

Daytime Phone: (510)363-6761 (Rochelle)

(510)541-2426 (Laurie)

Fax: N/A

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioners, we, Rochelle L. Benning and Laurie Jacobson Jones, hereby certify that the information submitted in this petition for a California public charter school to be named East Bay Innovation Academy (“EBIA” or the “Charter School”), and to be located within the boundaries of the Oakland Unified School District (“OUSD” or the “District”) is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of East Bay Innovation Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that 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 Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 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 that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Laurie Jacobson Jones
Rochelle L. Benning

8/14/13

Rochelle L. Benning and Laurie Jacobson Jones, Lead Petitioners August 14, 2013

OUSD CHARTER OFFICE STATEMENT OF ASSURANCES

This form or other similar forms must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for East Bay Innovation Academy to be located in Oakland, California, is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the Charter School:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.

7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).
10. Will comply with all other applicable federal and state laws and regulations.
11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

Laurie Jacobson Jones
Rochelle L. Breuninger

Signature

8/14/13
Date

Laurie Jacobson Jones

Rochelle L. Breuninger

Print Names

FOUNDING TEAM BIOGRAPHIES

AMBER BANKS – MEMBER OF EBIA BOARD OF DIRECTORS

Amber is a Practice Associate at Education Trust West, where she identifies and advocates for strategies that ensure opportunities for low-income students in California to receive a high-quality public education. She has worked as a teacher, researcher, and advocate in the education sector for the past fifteen years and is a dedicated champion of education equity. She started her career as a special education teacher in Los Angeles, and has taught students from a variety of backgrounds in all grades and subjects. Amber has designed and implemented innovative inclusion programs, project-based curricula, and teacher professional development. In addition, she directed a parent leadership and training initiative in South Seattle and worked as a research assistant focused on diversity and school/community partnerships at the University of Washington. Most recently, Amber completed an Education Pioneers Yearlong Fellowship at the Pahara Institute and is currently a member of the Education Pioneers Bay Area Alumni Board. She holds a B.S. in Journalism from Boston University and is completing a Ph.D. in Education Leadership and Policy Studies at the University of Washington. Amber lives in Oakland with her husband and their adorable cat, Sophie.

ROCHELLE (SHELLEY) BENNING – MEMBER OF EBIA BOARD OF DIRECTORS

Shelley is a co-founder and board member of the East Bay Innovation Academy. A business leader with 20+ years of experience in Audit, Risk, Compliance, and Finance, Shelley currently serves as the Director of IT Compliance Operations and Leadership Administration for Kaiser Permanente, the largest managed healthcare organization in the United States. Previously she worked as a Director of Internal Audit for Charles Schwab & Co and the Operations Finance Director for Levi Strauss Europe Middle East and Africa. Shelley was a 2010 participant in the Aspen Institute – NewSchools Fellowship program, "The Aspen Seminar on Leadership, Values, and The Good Society". In 2012 she completed Harvard Business School's High Potential Leadership Program, and began coursework to attain Stanford University's Advanced Project Management certification. She has an MBA and BS degrees from San Francisco State University, and holds Certified Information Systems Auditor (CISA) and Project Management Professional (PMP) professional certifications. Shelley lives in Oakland with her husband and two children, ages 8 and 10.

VIVIAN CHANG

Vivian Chang is a consultant-practitioner seeking to support organizations to doing their best work in advancing environmental and social justice. Her grounding comes from almost 20 years of experience in the field, where she had a particular focus on leading and designing innovative grassroots policy campaigns that have resulted in significant victories for low income communities and communities of color. She most recently served as Director of State and Local Initiatives at Green For All. Prior to that, Ms. Chang served as the Executive Director of the Asian Pacific Environmental Network, a nationally recognized environmental justice organization focused on building leadership in Asian immigrant and refugee communities. As a well-recognized experienced organizer in the Asian community, Ms. Chang has spoken on numerous panels as well as in media outlets including KPFA (the Bay Area's Pacifica network radio station), National Public Radio, and the most popular Chinese ethnic media outlets including Sing Tao and Channel 26 KTSF. She holds a Masters degree in Urban Planning from the University of California Los Angeles (UCLA) with a concentration in regional economic and community development. Ms. Chang is a recipient of the 2007 Gerbode Fellowship, Oakland's 2009 Woman of the Year award, and most recently was highlighted in Dorka Keen's book *Eco Amazons: 20 Women Who Are Transforming the World*.

LYNDA DEAKIN

Lynda Deakin is a Partner at IDEO and has over fourteen years of experience at IDEO. She is the leader and co-founder of IDEO's Food & Beverage practice as well as a lead in the Consumer Experience Design business community. In these roles, Lynda helps companies and organizations identify opportunities for growth and solve their toughest problems.

Lynda's passion for understanding the consumer needs and business context behind products, coupled with her experience working with a broad range of food and beverage clients, led her to found the Food & Beverage practice at IDEO. Using brand as the anchor which supports the user experience, Lynda has creatively directed projects which have enabled companies to express their vision and realize their goals. Lynda has worked with clients such as ConAgra, Campbell's, Wrigley, Boston Market, Anheuser-Busch InBev and Procter & Gamble. Lynda lives in Oakland with her husband and two children.

ELANA FEINBERG

Elana has over a decade of experience in education, working as a teacher, administrator and counselor in both charter management organizations and at large public school districts. Her consulting practice focuses on teacher and leader effectiveness and curriculum and instruction, working with Syracuse City School District (NY), Hillsborough County School District (FL), Stanford School of Education, and Winning Play\$. Her areas of expertise include: curriculum development, educational technology/user experience design, high quality instruction and teacher effectiveness, college readiness, data analysis, school operations, teacher and leader recruiting and staffing, and culturally responsive teaching. Previously, Elana spent five years working at Summit Public Schools (Redwood City, CA) as the Director of College Readiness, Assistant Director, and as a history teacher. At Summit, she created and implemented a college readiness program, and a comprehensive data dashboard, and coached and mentored teachers. She was also a Leadership Fellow, instrumental in growing the organization from one school to six schools. Elana honed her practice teaching all levels of social science at San Mateo High School (San Mateo, CA) for four years and was an Americorps member in the Harlem Children's Zone. Prior to her experience in education, she spent five years working with Silicon Valley technology start-ups. She holds a Masters degree in Education and a teaching credential from Stanford University and a Bachelor of Arts degree from Barnard College, Columbia University in Political Science.

MELISSA HELLER

Melissa is a recruiting veteran, profitable entrepreneur, and active community volunteer, with a special focus on fundraising and women's leadership. After receiving her law degree in 1998, she worked at Romac International's San Francisco office and was a senior associate at Korn/Ferry International in San Francisco. At both companies, she developed and managed executive searches, spearheaded recruitment processes for executives, and oversaw client expectations. She left corporate life to start her own company, Let's Go Strolling, and built the online and brick-and-mortar baby boutique based in Oakland. While working as an account executive for online restaurant partnership startup MOGL, Melissa headed the team responsible for building Crocker Highlands Elementary School's \$325,000 PTA budget. She additionally worked as the co-chairwoman of the school's auction, which saw net profits jump 27.5 percent in the first year under her helm, and 28 percent during her second term. Melissa is also active with the Jewish Federation of the East Bay, Women's Philanthropy Board, and in the Temple Sinai Development Committee, Capital Campaign Committee, and Rabbi Search Committee. Melissa lives in Oakland with her husband and her 2 sixth-generation Oakland children.

LAURIE JACOBSON JONES – MEMBER OF EBIA BOARD OF DIRECTORS

Laurie is a co-founder and board member of the East Bay Innovation Academy. A technology leader with 20+ years of experience, Laurie currently is the CEO and founder of Customer Zen, a privately held firm that helps emerging technology companies build their Customer Success Delivery capabilities. Previously Laurie worked as the VP of Operations at Salesforce.com, VP of Professional Services Operations at SupportSoft, VP of Global Customer Support at Embarcadero Technologies, and as the VP of Customer Support at PeopleSoft. Laurie has a BA from San Jose State University and a certification in early childhood education. Early in her career, Laurie taught and was the assistant director of a preschool. Her work with children has continued since through volunteer roles at the Junior Center of Arts and Science, Girl Scouts, Girls Leadership Institute and Camp Reel Stories. Laurie lives in Oakland with her husband and two children, ages 3 and 8.

EMILY (EMI) JOHNSON

Emi Johnson retired from the El Dorado County Office of Education in June, 2011. For 10 years she served as the SELPA Director for El Dorado and for the last five of those years was also the SELPA Director for the El Dorado County state-wide Charter SELPA.

The Charter-only SELPA was a pilot with the California Department of Education and the State Board of Education. Starting in 2006-07 it has grown from representing 10 initial schools to over 200 schools.

Prior to coming to El Dorado, Emi served as the District and County Superintendent of Amador County schools, Director of Special Education, Professional Developer, faculty member of several colleges and universities and a general education and special education teacher. Emi holds a M.A. in Educational Administration, M.A. Special Education and a B.A. Psychology/Early Childhood Education.

Emi now serves as a consultant to support charters and districts with special education.

TALI LEVY – MEMBER OF EBIA BOARD OF DIRECTORS

Tali Levy has been an Alameda County Public Defender for fifteen years. During that time, she has represented indigent clients in all aspects of their criminal cases. From misdemeanors to complex felonies, she represents clients in all court proceedings, including pretrial conferences, motions, court trials and jury trials. Through negotiation and litigation, she achieves the best possible outcomes for her clients. She spent two years working in Drug Court, working collaboratively with the court, district attorney and treatment providers to assist clients with serious substance abuse issues. For the last 2.5 years, she has worked at the Alameda County

Juvenile Justice Center, representing minors in delinquency cases. She has served as the Public Defender representative to the Alameda County Restorative Justice Task Force. She holds a JD from Stanford Law School, an MALD from the Fletcher School of Law and Diplomacy at Tufts University and a BA from UC Berkeley. She lives in Oakland with her husband and two children.

MADISON MOUNT

Madison Mount, an Associate Partner at IDEO, directs IDEO's Food & Beverage practice and co-leads the Consumer Experience Design group. In all of his roles, Madison works with client organizations to solve their toughest problems, from advising them on strategic business decisions to envisioning the offers that bring those strategies to market. Madison founded the Food & Beverage practice to feed his passion for understanding the business context and consumer needs behind products. F&B, therefore, looks at people's unmet needs, desires, and aspirations when tackling industry design and innovation challenges, whether developing the next multimillion-dollar product platform or creating weight-management strategies for dieters. Madison has worked with clients such as PepsiCo, ConAgra, Campbell's, Wrigley, Kellogg, and the Gates Foundation.

Based in San Francisco, Madison also co-leads the Consumer Experience Design practice, IDEO's largest business unit, where he focuses on designing brand-relevant consumer experiences that create business growth and impact. His clients have included Levi's, Visa, Timberland, Callaway Golf, and Procter & Gamble. Before joining IDEO, Madison helped start Innovation Arbitrage, an innovation incubator responsible for the development, funding, and creation of idea-led companies. Madison lives in Oakland with his wife and two children.

LOUISE KNAPP POLLARD

Louise has spent years as an office manager, journalist, and market researcher, before making the switch to manage her family full-time. She has also plunged into efforts to bolster awareness of EBIA, applying her workforce skills to coordinate efforts to raise EBIA's profile in several communities. Louise attended Middlesex University, London, and received a BA Hons: English Literature/Philosophy.

KATIE RITTENBERG

Katie graduated from the University of Notre Dame in 1997 with a BS in Science Preprofessional Studies. She received her Doctorate of Physical Therapy from the University of Southern California in 2000. She works at Sports and Orthopedic Specialists in Oakland, California, where she specializes in the evaluation and treatment of patients with musculoskeletal pain and

dysfunction. She lives in Oakland with her husband and two sons, and strongly believes in quality public education. Katie is an active member of the Crocker Highlands PTA, volunteers weekly in her child's classroom, and participates on the garden committee. Katie is one of the Outreach coordinators for the East Bay Innovation Academy.

OWEN ROGERS

Owen Rogers, a senior partner at IDEO, leads the Palo Alto and San Francisco offices. He brings his consumer experience expertise to various industry sectors, including food and beverage, consumer electronics, and consumer products. He personally manages client relationships with HBO and Snap-on, for whom he is a strategic adviser. Since joining IDEO in 1998, Owen has worked in many of IDEO's global offices, most recently Shanghai. After spending 6 months in the Shanghai office, he continues to lead the firm's Asia growth strategy, which includes various locations and business units.

In addition, Owen is involved in a new business unit called IDEO Venturing, which aims to explore innovative opportunities with key partners. He is particularly passionate about developing working relationships with other design firms and creative agencies across North America. His goal is to encourage sharing in the creative community, to bring design thinking and collaboration to clients' businesses and ultimately create knowledge and financial upside for all involved.

Owen serves as a director on the boards of Allen Edmonds, a global leader in men's dress shoes, and CleanWell, a start-up company based in San Francisco that he co-founded. He frequently guest lectures and speaks about design for business. Recent lectures include: July 2012, "Design and How it Can Work for You," *MobileBeat*, San Francisco, CA; March 2011, "Digital Design: Its Delights and Discontents," *Imagine 2011*, Bellevue, WA; May 2010, "Design?," *TEDx Tokyo*, Tokyo, Japan; March 2007, "A Conversation About the Chronicle," *The Society of Professional Journalists*, San Francisco, CA

He graduated from the Royal College of Art in London in 1997 with a master's degree in industrial design. Owen lives in Oakland and has two young boys who keep him busy outside of IDEO, as does his love for making jams and marmalade.

Kim is a co-founder and board member of the East Bay Innovation Academy. Kim is a veteran in the education reform arena, and currently serves as the CEO and founder of the Pahara Institute, a national nonprofit that aims to identify, strengthen, and sustain diverse high-potential leaders who are transforming public education. Its programs, including the Pahara-Aspen Education Fellowship (previously the Aspen-NewSchools Entrepreneurial Leaders for Public Education Fellowship), are designed to identify seasoned leaders in education reform, and through a time-tested dialogue approach, strengthen, and sustain their efforts to bring about transformational improvements in our public schools – especially those in under-served communities. She is widely recognized as an innovative and entrepreneurial leader in education, and was featured in Newsweek’s report on the “Women of the 21st Century” as “the kind of woman who will shape America’s new century.”

Immediately prior to the Pahara Institute, Kim was co-founder of Bellwether Education Partners. Earlier in her career she served as a founding team member at Teach For America, created and led an AmeriCorps program for community-based leaders in education, and managed a business start-up and completed a brief stint in early online learning at Silicon Graphics. After completing her M.B.A. at Stanford University, she co-founded and led NewSchools Venture Fund, a philanthropy focused on transforming public education through social entrepreneurship, where she helped to catalyze a new, bipartisan, cross-sector community of entrepreneurial change agents for public education.

Ms. Smith has helped to incubate numerous education and social change organizations and has served on a range of boards, which currently include those of Pahara, Bellwether Education Partners, NewSchools Venture Fund, Rocketship Education, and ROADS Charter School. She has authored or co-authored a number of publications about innovation and social entrepreneurial change in education, including “What Is Educational Entrepreneurship?”, “Social Purpose Capital Markets in K–12”, “Creating Responsive Supply in Education”, “Innovation in Education: Problems and Opportunities”, “Supporting and Scaling Change: Lessons from the First Round of the Investing in Innovation (i3) Program”, and “Steering Capital: Optimizing Financial Support for Innovation in Public Education.” She is a Henry Crown Fellow at the Aspen Institute and a member of the Aspen Global Leadership Network. She is based in the San Francisco Bay Area, where she lives with her husband and two daughters.

ERIKA VEXLER

Erika is a design and strategic communications consultant with 15 years of experience developing public education campaigns and rebranding initiatives for non-profit organizations, including California Family Health Council (CFHC), The National Campaign to Prevent Teen and Unplanned Pregnancy, Reading is Fundamental, and San Francisco Ballet. Most recently, Erika was the Strategic Communications Manager at California Family Health Council (CFHC) where she led a major organizational rebranding effort, managed their teen outreach programs, and built their public relations strategy from the ground up. In her first year alone, she garnered 100+ media placements in every major media market and on every major network in California and beyond -- including ABC, NBC, CBS, Univision National News, Jimmy Kimmel Live, Huffington Post, Bill O'Reilly, and more.

As a Latina, Erika also has extensive experience designing and developing culturally-competent communications initiatives for Latino populations. At both the National Campaign and Reading is Fundamental, she was responsible for leading national Latino outreach initiatives involving strategic partnership development, special events, media outreach, audience research, bilingual public awareness campaigns, educational websites, and more. Erika holds a BA from Wesleyan University in Comparative Politics. She is a Bay Area native and lives in Oakland with her husband and three sons.

LAURA YEE

Laura is a Project Manager for Bayer Technologies who oversees the scope definition, engineering design, construction and start-up of Bayer Healthcare's technical facilities to manufacture biotechnology drug products. Her strengths include building and leading internal teams, as well as external engineering and construction firms; procurement and design of highly technical processing equipment; development and management of schedules; and commissioning and qualification of the manufacturing facility and equipment in a highly regulated environment. Laura handled similar responsibilities while working for Dow Chemical Company and Shell Oil Company. She is the former Chairperson for the Green Committee of Crocker Highlands PTA, focusing on efforts to reduce waste in the school, and educate students and staff on environmental issues. Not content to let free time go to waste, Laura, also volunteers as a Den Leader for the Cub Scouts North America.

EBIA ADVISORY BOARD BIOGRAPHIES

LANDE AJOSE

Lande currently serves as the Deputy Director of California Competes and is the Board Chair of at the National Equity Project. Lande is an expert in education and job training of low-income adults. She has extensive experience in developing effective change strategies through her work at BTW Informing Change where she directed complex planning and evaluation engagements related to education, poverty alleviation, workforce development and issues of inequity. Community college success was a major focus of Lande's previous work at MDRC, where she managed a comprehensive evaluation of the Achieving the Dream initiative, and at the James Irvine Foundation. Lande holds a Ph.D. in Urban and Regional Studies from the Massachusetts Institute of Technology and an M.A. in Urban Planning from the School of Public Affairs, University of California at Los Angeles. She earned her B.A. in Diplomacy and World Affairs at Occidental College.

TODD DICKSON

Todd came to the field of education as a second career in 2000 after successfully building the Melton Group, a residential real estate company in Colorado, from 1995-2000. After attending Stanford for a Master's degree in Education, he taught physics for five years at the nationally acclaimed public Hillsdale High School, the private International School of Lisbon, and Summit Preparatory Charter before taking the role of Executive Director at Summit Prep.

Under his leadership, Summit Prep was named the #118 best public high school in America for the first time in 2008, and the #76 best public high school in 2009. In 2010, Summit was named one of the Top 10 Transformational Schools in the country by Newsweek (using comparative graduation rates, SAT scores, AP performance, and number of low-income students). 100% of Summit's graduates exceed the entrance requirements for the UC/CSU system and 96% of the four graduating classes have been accepted to at least one four year college, over three times the rate of similar students and high schools in California. For low-income students (over 40% of Summit's student body), Summit Prep sends almost eight times as many students to four-year colleges as similar schools in California. Summit has been featured as an education solution in the nationally acclaimed documentary *Waiting for Superman*.

Todd was recruited to Nashville by Mayor Dean and the TN Charter School Incubator in 2012 to open a new charter management organization, Valor Collegiate Academies. VCA intends to

serve over 3000 students in Nashville over the next ten years in six public charter schools. As the Founder and CEO, Todd has designed an innovative school model that will be known for serving a diverse student body with exceptional personalized education. The first middle school will open in the Fall of 2014.

Todd has been a guest lecturer at Stanford, Vanderbilt, Lipscomb, and Teach for America, and an inaugural member of the Stanford Principal Fellow program. He has presented nationally on differentiation, teacher development, and school leadership.

Todd holds a Bachelor's degree in Electrical Engineering from the University of Denver where he was named the Colorado Engineering Student of the Year amongst all Colorado colleges. He was also was an All-American lacrosse player and team captain. In addition, he holds a Master's degree in Electrical Engineering from Cornell University.

When not thinking about how to transform public education, Todd enjoys spending time with his wife of 13 years and their three young children, ages 5, 3, and 1. He also enjoys running, surfing, and watching all things Colorado sports.

ERIN FLYNN

As Senior Vice President of Talent Development at salesforce.com, Erin Flynn oversees all talent strategies and programs—including leadership and career development, succession planning, talent management, and employee engagement and communications—for a rapidly growing, global workforce. In the nine years she's been with salesforce.com, Erin had led Recruiting, Total Rewards and Employee Success. She has also led the effort to make salesforce.com one of the world's most social, mobile and open corporate cultures. As a result, salesforce.com was ranked among *Fortune* magazine's "100 Best Companies to Work For" in 2009, 2010, 2011, 2012 and 2013.

Before joining salesforce.com in 2004 as Vice President of Recruiting, Erin was Director of Executive and Corporate Recruiting at PeopleSoft. Prior to that, she led recruiting efforts for the Silicon Valley arm of Idealab. Earlier in her career, Erin worked as an executive search consultant.

Erin received a B.A. in Literature from the University of Massachusetts in Amherst. She is an active volunteer through the salesforce.com Foundation as well as with organizations like the Foster Youth Alliance and California Youth Connection.

PETER LAUB

Peter Laub is an Executive Vice President of EdTec, a firm providing business and development services to charter schools. He is an experienced manager and entrepreneur in the education and arts fields. He began his career as the Executive Director of Opera New England, which presented condensed versions of operas for school-aged children. He subsequently worked as a product manager at an e-learning venture and founded a non-profit online arts education company. For the past seven years, Peter has been in charge of client management and finance at EdTec. He has helped launch more than 50 charter schools around California and managed the finances for over 75 schools. He is a regular presenter on charter finance, operations, and governance at state and national charter conferences. Peter lives in Oakland with his wife and two boys, and loves camping and exploring the outdoors with his family. He earned a BA from Yale in History and Music, and an MBA and MA Ed. from Stanford.

GLORIA LEE

Gloria Lee is the Chief Operating Officer at NewSchools Venture Fund, and works in NewSchools' Oakland office. She is also the Founder and President of the Board at Yu Ming Charter School in Oakland. Previously, she was Bay Area Superintendent for Aspire Public Schools. As Area Superintendent, Gloria was responsible for the "double bottom line:" both academic achievement and fiscal stability. Under her leadership, Aspire's Bay Area schools grew by an average of 66 points on the state's Academic Performance Index (4.5x the state targets for growth) over a three year period, and received average parent satisfaction ratings of 90%. Aspire's Bay Area schools also increased enrollment by nearly 40% to over 2700 students – making Aspire's Bay Area region larger than 60% of the districts in California.

Prior to becoming Area Superintendent, Gloria served as the Founding Chief Operating Officer of Aspire for the organization's first eight years. As COO, Gloria crafted key elements of Aspire's growth and business strategy, and developed the systems and processes necessary to bring the Aspire network successfully from 1 school to 17 schools.

Prior to joining Aspire, Gloria was a consultant for McKinsey and Company, helping Fortune 500 companies address major strategic challenges. Gloria also founded a Bay Area office for UCLA School Management Program, a university-based school reform support organization that provided training and coaching to school principals and teachers in leadership and change management. She received her BS in Agricultural Economics at Cornell University, and both a Masters of Business Administration and Masters in Education at Stanford University.

JESSICA TAGAMI

Jessica is an Oakland-based writer with more than 20 years of experience in journalism and editing, having served on a number of both print and online newspapers. In her native New Jersey, Jessica covered politics and the general interest beats. In Southern California, she covered real estate, hotels, and small businesses. Before retiring from newspapers, Jessica won several industry awards, both for her stories and her editing work in Southern California and San Francisco. While working on her first novel, Jessica has been active on several educational boards, having most recently served as president of the Crocker Highlands Elementary School PTA. She is also a board member of the East Bay School for Boys in Berkeley, and is an executive board member of Camp Reel Stories, an Oakland-based nonprofit teaching teenaged girls to control the future of media by empowering themselves with a voice and the ability to create and produce their own stories, in their own words. Believing that experience is the best teacher, she has had a diverse “second career” résumé, including, but not limited to: sheet metal journeyman, freelance artist, political campaign volunteer, billiards hall manager, and volunteer firefighter.

EBIA FOUNDING FAMILY BIOGRAPHIES

ELIZABETH CARTER is an active mother and community leader, donating her time as an Assistant Troop Leader for Cub Scouts, and as a Match Secretary for the Montclair Soccer Club. She had previously worked at Pixar as a lighting and camera technical director, and had also worked for Rhythm & Hues on special effects for movies. Elizabeth coached two years for Montclair Soccer, and is a classroom volunteer for her elementary age children. She is also involved in helping at her son's co-op preschool.

AMY CATALANO is a jewelry designer who worked for a decade at a design firm as a mechanical engineer. Prior to that, Amy held numerous administrative jobs. She is a volunteer coordinator for her son's preschool, runs a fundraising committee at her other son's elementary school, and volunteers what little free time she has in their classrooms.

STEPHEN CATALANO is a Director for Customer Intelligence at Salesforce.com. He works on data/analytics to better understand customers, in terms of sales, service, and usage. When he's not at work, Stephen is volunteering and participating in his sons' lives, giving time to Boy Scouts and acting as a soccer coach, as well as spending time volunteering through work.

ELISA DUMESNIL is a Licensed Marriage and Family Therapist, as well as a credentialed school counselor, with more than 15 years of experience working with parents, educators, children and adolescents. She has counseled at Head-Royce School in Oakland, Capuchino High School in San Bruno, Leadership High School in San Francisco, Bellarmine College Preparatory in San Jose, and Holy Names College in Oakland. Elisa volunteers at the Family Advisory Council for The Alta Bates-Summit Medical Center's Neonatal Intensive =G3Care Unit , and is the Volunteer Facilitator for Camp Reel Stories, A Media Camp for Girls. She is also active in her children's PTA, as a Library Volunteer, Classroom Volunteer, and as Support for the Annual Auction's Solicitations Committee.

AMIE CHARMAINE EHRHART is a clinical psychologist with a private practice who maintains all aspects of her business. She is on the Access Institute's Spectrum Committee for fundraising, and a member of the Northern California Society of Psychoanalytic Psychotherapy. When she's not helping her patients, or giving time to improve the well-being of others, she volunteers in her child's classroom during the Reading Lab.

JESSICA EVANS currently serves as the Program Coordinator and Faculty at the Reach Institute for School Leadership. She was formerly the Chief Academic Officer at Education for Change for eight years where she focused on teacher, coach and administrator development, as well as building data and instructional systems. Prior to Education for Change, she was the Director of Elementary Education for the Oakland Unified School District (OUSD), where she focused on improving instruction in reading/language arts, English Language Development, and mathematics. She instituted site-based professional development through the Collaborative Inquiry Cycle and Lesson Design Study. Dr. Evans also served as principal of La Escuelita Elementary School. An experienced educator, Dr. Evans has served as a lecturer at UCLA in reading methods and as a research assistant in the education evaluation firm Education Matters, Inc. She holds a B.A. from Stanford University, an M.Ed. from UCLA, and a M.Ed. and doctorate from Harvard University.

CAROLYN BETH FINNEGAN is a chiropractor and the CEO of Align Chiropractic Center in Oakland. She is a true entrepreneur, in that she works in all aspects of her business, from exams, to x-rays, to office management. Prior to Align, Carolyn was an events coordinator in marketing for TechTV. She has spent years volunteering her time at Chapparral House, a nursing home in Berkeley.

AL GHORAI is a consultant with experience in operations and logistics who helped overhaul and maintain his children's school's directory by delivering it into the 21st Century. He received his BS in Chemistry from the University of Michigan, prior to serving in the US Navy.

WENDY GHORAI has spent the past several years running almost every aspect of her children's school's PTA, having served as President, VP of Fundraising, and Recording Secretary, as well as having participated on numerous committees within the association. Wendy's time and energy, as well as her organizational and administrative skills – gleaned from her professional career as a marketing professional - have helped create a better community school.

DEBBI GLOSLI is a real estate broker and a mom passionate about her children's education, having homeschooled her twin 11-year-old boys prior to enrolling them in a local charter school. Her strengths include professional negotiating, sales, event planning, and organizing. Debbie has also volunteered with the Hospice of the East Bay, visiting with patients and offering support.

JAMES GLOSLI is a physicist working for Lawrence Livermore National Laboratory, conducting research and high-performance computing. He tutors his children in math and science to better prepare them for their futures.

KIRSTEN HANSON is a Civil Engineer at Aetypic, Inc. who is responsible for the management and design of retail, commercial, mixed-use, and subdivision development projects, as well as roadway and utility-scale photovoltaic power plant improvements. Kirsten served as President of the Society of Women Engineers, was General Manager of the NOLL/SOLL Farm B boy's baseball team, and is an Associate Member of American Society of Civil Engineers.

J. SCOTT JONES is a photographer who runs a business based on motor sports and landscape photography. He had previously worked as a graphic designer for more than 15 years. He donates his spare time at German Shepherd Rescue, is a volunteer English tutor, and is a regular contributor for UK-based Riders For Health charity. When he's not doing all that, he volunteers for his local elementary school's Dad's Club, and contributes to in-class reading time, as well as offering his photography skills to several class events.

IRENE CHO LEE is an active mother and avid volunteer. She previously worked as hospital administrator at Beth Israel Deaconess Medical center, holding a leadership position in the Cardiovascular division and research labs. She holds a BA in Sociology from the University of Pennsylvania and post graduate Masters degrees in Business and Health Administration from the University of Pittsburgh. Irene has two children and enjoys spending ample amounts of time volunteering in the classrooms of the public schools they attend.

SHIRA LEVINE is the Community Director for CircleUp, focusing on the Chief Marketing Responsibilities for a crowd funding startup. Not one to allow free time to tick idly by, Shira also is an Adjunct Professor at San Francisco State University in Internet Marketing; Ongoing Trustee at the Jewish Community Federation of the Bay Area, and is a Former Trustee for the American Jewish World Service. Shira is a regular volunteer and event host for these organizations.

KEENA LUCAS is a Lighting and Electrical Designer, as well as the owner of Lucas Design. She is a soup-to-nuts entrepreneur, acting as the principal designer who is also responsible for creating proposals and contracts, maintaining accounting and typical functions of business, project management, and website design and marketing. Keena has volunteered her time as the Social/ Event Coordinator for Bay Oaks U10 Soccer Team, and volunteers in her children's school regularly.

JENNIFER GLENN MOULTON is a pilates studio owner and instructor, who teaches fitness and rehabilitation methodology to a wide variety of clients. She is charged with hiring and managing her teaching staff, and maintaining a serene and focused but fun environment. Prior to striking out as an entrepreneur, Jennifer was a speech and content writer in the high-tech industry. She had also worked as an educational radio producer in the developing world (Africa and SE Asia), and was an assistant to a producer for a KQED TV show. Jennifer devotes her free time to her children's school, both in the classroom, and as a fundraising volunteer.

DENISE J. NILSSON is very active in her community, and in her daughter's enrichment, serving as a Volunteer Troop Leader and Service Unit Leader Support Manager for Girl Scouts Northern California. Denise is also a school volunteer. She attended University of the Pacific, receiving a Bachelor of Science, Business Administration.

LARS A. NILSSON is an architect who designs, documents and coordinates residential remodels and new construction projects ranging from \$100k to over \$2m. He has spent the past four years volunteering as a Youth Soccer Coach for the Montclair Soccer Club, and has participated as a volunteer in his children's school during reading programs and field trips.

LESLEY PODESTA was the Executive Director of Running for a Better Oakland since its inception in 2010 until 2013. She is an avid runner and new triathlete who enjoys engaging in her local community in an active way. She holds a BA in English from UC Santa Barbara and a masters degree in English Language and Literature from Mills College. This year Lesley is the co-president of the PTA at Crocker Highlands Elementary School.

CHRISTY PONTE is a self-employed researcher with a background in correlation and editing school textbooks to align with state content standards. She is also a former post-secondary educator, recently teaching ESL composition and grammar at San Francisco State University. Christy holds a BA in elementary education from Bridgewater State University and a Masters in English with a concentration in teaching English to speakers of other languages. Christy is an active volunteer for special events and the public library.

DENNIS QUIRIN is a non-profit executive for Neighborhood Funders Group, wherein he runs a national network of grant makers who conduct philanthropic grant making with a local focus across the country. Dennis is also a program officer and leader of the Race and Equity Collaborative. He is active in the parent community of both of his children's preschools both through volunteering, and connecting with parents and teachers regularly.

CARMEN REYES-YOSIFF is an Immigration Law attorney who owns her own practice in Oakland. Prior to striking out on her own, Carmen supervised the Legal Department at the International Institute of the East Bay, a non-profit in Oakland. She is active in her children's school community, and is looking forward to helping EBIA thrive.

JOHN ROESLER is an Information Technology provider of HP NonStop services. Providing business solutions for the past 28 years to the following industries: Automotive Warehousing and Distribution, Food Service, Banking, Computer Manufacturing, Telecommunications and the Travel Industry, John is an active volunteer for his sons' elementary school classrooms.

CATHERINE ROGERS spent the majority of her career working to help people as an HR Executive for a large national newspaper in the United Kingdom. She also put her organizational skills through its paces as a personal assistant to a design consultant, prior to focusing on the full-time task of raising her children. She is actively involved in her local elementary school, both in the classroom, and as an integral member of the school's annual auction for three years running.

HELEN SAUNDERS is an indoor cycling studio owner who incongruously makes the notion of pushing herself and others to their limits an enjoyable experience. Prior to opening her own business, Helen worked as a community service officer for the City of Hayward. When she's not sweating it out and positively shaping adult lives in the studio, Helen volunteers in her children's school and works as its Lunchtime Supervisor.

AMY SCHWARTZBURG is a nurse practitioner at UCSF Medical Center, specializing in care for patients with multiple sclerosis. She has a variety of nursing and home health care experience, and has helped with landscaping and maintaining native plants around the creek at John Muir Elementary in Berkeley.

DAVID SCOTT is the Vice President for Research and Development at Optimedica, Inc. He leads, plans, and manages research and development activities for laser cataract surgical platforms. Prior to that, David worked at Intuitive Surgical in the R&D department, and for DaVinci Surgical Robot. He volunteers his spare time to coach t-ball and baseball at NOLL/SOLL, and has offered his time and expertise at his children's school, both in the classroom, and as tech support during the school's annual auction.

JESSICA SPRY is a Research Associate at UCSF who recruits and interviews patients with Lupus. Prior to her work at the university, Jessica worked for the Department of Human Services as a Contract Manager for housing and homeless services. She has given her time to a number of causes, including: Catholic Charities, as an Information and Emergency Services Manager; American Red Cross, as a Case Manager for Homelessness Prevention Program; and, as a CASA volunteer (Court Appointed Special Advocate for foster children). Jessica is currently applying to be a hospice volunteer with Kaiser Oakland. Her history of giving back to others extends to her time as a former Peace Corps Volunteer in the West Indies.

BRIAN SAMUEL STRAUSS is IBM's Director of Field Engineering, Americas. Brian manages a team of 16 software sales engineers across two continents, and helps support his team in their efforts to communicate the value of IBM's products to customers and drive revenue against quarterly targets. Brian also develops sales enablement, messaging, and go-to-market strategies for a small IBM brand. He formerly worked as a web developer, but, like a true Renaissance Man, Brian paid his way through school in a completely different, creative field; by working in restaurants -- most notably, at Chez Panisse in Berkeley. Brian spends his free time as an occasional, ad-hoc volunteer with mountain bike trail building organizations in the East Bay and Marin.

HEATHER TUTHILL is a self-reliant, self-employed pet professional in Oakland who had managed a Montessori school office, prior to managing four-legged friends. She has also volunteered her time as an expeditionary school board member and PTA board member. Heather also volunteers in the classroom at Crocker Highlands Elementary School.

JOANNE VAN DER LAAN LUBY is a Registered Nurse for Kaiser Permanente, responsible for delivering care to sick and injured patients by assessing, planning, intervention, implementation, and evaluation. Extending her care to all living things, Joanne received her BS at UCSB, in Ecology and Evolution, with an emphasis in Botany. Joanne uses her care and patience to volunteer in the classroom and offer school garden support.

ORIT SARAH VOGEL is a mother, cook, maid, chauffeur, butler, tutor, drill sergeant, comforter and dispenser of love. A former travel agent, Orit uses her people skills to volunteer as head of the Hospitality Committee at her child's school, staff the school's front desk, and help in her children's classrooms.

CORINNE WELPTON is a stay-at-home-mom and the VP of Events for Montclair School PTA. Her laundry list of duties include: chauffeur chef, house manager, kid wrangler, groomer, and active school board member. She is the former owner/ chef of a catering business, and is a former Special Ed teacher. Corinne is the Leader for Odyssey of the Mind, and has held various volunteer positions at Montclair Elementary, from room parent, room helper, field trip coordinator, and party coordinator, to food coordinator/ chef for a Walk-A-Thon, feeding 2,000 people.

LEE ZIMMERMAN is the CEO for Evergreen Lodge at Yosemite, owning and operating the luxury tourist resort in Yosemite that also runs a behind-the-scenes youth employment program serving Bay Area at-risk youth.

EXECUTIVE SUMMARY

EAST BAY INNOVATION ACADEMY'S MISSION

To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

ACADEMIC VISION, FOCUS AND PLAN

Located in Oakland, East Bay Innovation Academy (EBIA) will be a grades 6-12 college preparatory public charter school that builds upon the strengths of proven models at High Tech High, Uncommon Schools, Summit Public Schools, the Denver School of Science and Technology (DSST), and the Expeditionary Learning Schools. Through personalization and project-based learning, and by leveraging best practices in curriculum design and technology, EBIA will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

EBIA intends to deliver a personalized learning experience that provides every student the opportunity to achieve their academic goals regardless of their previous preparation and background. Our students are expected to become articulate advocates, building and defending digital portfolios of their work, and to grow into leaders who collaborate, manage change and take ownership. In short, we are a rigorous, Science, Technology, Engineering, and Math (STEM)-based school, with a unique focus on the social and emotional skills needed to be leaders. We aim to equip students with the skills and knowledge that enables them to navigate and confront the challenges of both today and tomorrow.

At EBIA we strive to integrate head and hand – we make and do things! EBIA's students are engaged, involved, and working as change agents to bring about positive change in their communities. EBIA will be a safe place for students to find out who they are; where they can explore their interests and learn the life lessons taught through iteration, experimentation, and success derived from lessons learned in failure. We believe the years spent at EBIA will be the most memorable, most formative years in our students' lives.

EBIA will have a strong focus on community—both in and outside the Charter School. We will serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics in Oakland.

EBIA is designed to offer quality programs and additional educational opportunities that are currently not readily accessible to the majority of Oakland students. We intend to bring

families back into the public school system by offering a unique, dynamic, and challenging public school option for Oakland families.

EBIA VISION AND CORE BELIEFS:

EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Most traditional public schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond.

In order to end schooling “as we know it” for Oakland students, and by developing a coherent learning community that aligns school work with productive life in the global 21st century; EBIA declares the following set of goals:

- To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.
- To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland.
- To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

Core Beliefs:

We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:

- We believe in **POSSIBILITY and PERSEVERANCE**: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.
- We believe in **CREATIVITY and CURIOSITY**: we aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination.

- We believe in **COMMUNITY**: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students' success. We value relationships, kindness, integrity, and respect.
- We believe in the **GREATER GOOD**: Our school will open students' minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.
- We believe in **DIVERSITY**: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from themselves in all aspects of life.

EBIA ACADEMIC PROGRAM

EBIA will be a rigorous, college preparatory school in which students of all previous preparation levels will find success. We have a collaborative model that incorporates technology to engage students in scientific, mathematical, literary, historical, and artistic pursuits. While emphasizing inquiry-driven, interdisciplinary, collaborative projects, significant time and resources will be invested into programs that develop students' social-emotional skills and character strengths (described more fully below). Through blended and project based learning, our academic program will be differentiated and personalized to meet students' individual needs and interests. Our model is based upon the following core elements:

- **STEM Based:**
Our school includes features that will prepare students to work in Science, Technology, Engineering and Math fields, such as a coding class, a design class, rigorous math and science requirements and "maker time."
- **Rigorous Academic Course Load:**
Our graduation requirements will exceed UC A-G requirements in order to best prepare students for college, career, and a 21st century economy.
- **Project Based Learning:**
Students will engage in long-term, "real-world", collaborative, interdisciplinary, learning experiences that will culminate in authentic products to be placed in digital portfolios.

- ***Blended Learning:***
 In order to offer a more personalized and differentiated approach, especially to a diverse group of learners, we will incorporate two types of blended and optimized learning: a rotation model (including flipped classroom), where students rotate between independent learning, small group work and whole class work, and a self-blended model in the later grades where students are able to take classes online on their own.
- ***Service Learning:***
 In order to instill our core value of giving back to the community and to ensure authentic, real world experiences, students will also engage in external service based projects in which they will both help contribute to and improve their community.
- ***Personalized Learning and Advisory:***
 EBIA believes that all students learn differently. In order to provide support and a personalized experience, every EBIA student will be paired with a Charter School educator, who will stay with the student throughout their years at the Charter School. The advisory group meets for a significant period of time per week and conducts Personalized Learning Plan (PLP) (explained more fully below) meetings two times a year with each family to map out personal academic, social-emotional, and career goals for each student.
- ***Integrated Classrooms and a Heterogeneous Student Body:***
 The Charter School will reflect the larger society that our students will someday join. We will maintain a common intellectual mission where students of all demographic and educational groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to enroll in and complete college.
- ***Community Based Intersessions:***
 Students at EBIA will participate in 6-8 weeks of in-depth elective courses three times during the school year (October, January and May/June) and/or internships that are run in collaboration with community organizations and local businesses.
- ***High Quality Professional Development:***
 EBIA faculty will have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession, as they have those weeks to focus on developing as professionals, to collaboratively plan lessons, discuss how to support students, analyze student work and data, and make decisions as a faculty.

- ***Data Driven and Competency Based Instruction:***

EBIA will be a leader in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders.

- ***A Focus on Social-Emotional Learning:***

In order to best prepare students to be citizens of a 21st century interconnected world, they will have to be proficient in both academic skills and content, as well as the social-emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

SPECIAL POPULATIONS

It is the mission of EBIA that all students are provided with a high-quality, rigorous education, including being accepted to a four-year college or university upon graduation. There are no exceptions for this mission; we have a responsibility to coach and inspire every EBIA student to achieve this goal. In order to be successful with all students, we must be especially thoughtful about how to support the most at-risk learners and gifted students. We believe our academic program's differentiated and personalized approach is particularly well suited to serve these students.

Because EBIA intends to educate a diverse population of students, EBIA will offer supports and additional resources to struggling learners, gifted learners, English Learners (EL) and Special Education Students. The Special Populations section in Element 1 of the petition fully describes the supports we have designed to support each population. What follows is a summary of how EBIA intends to meet the needs of these students:

- **Academic Acceleration for Academically Low Achieving Students:** EBIA will use a Response to Intervention (RtI) approach to ensure that students who are falling behind are quickly identified and supported. Our program includes a personalized learning approach; differentiated instruction via blended learning and regular instruction; competency based learning focused on ensuring students master necessary concepts; an extended school day with teacher office hours; remedial support during intersession; Saturday School and Summer School; a data driven instruction; and a data cycle that uses adaptive learning and assessments to determine mastery and readiness levels.
- **Supporting Academically High Achieving Students:** Student individual learning time at EBIA is differentiated for students. Students achieving above grade level results will be provided extension activities. Via small group instruction and individual learning time, students can also implement flexible ability groupings to accelerate the pace and level

of instruction the student receives. In addition, student homework will be differentiated with assignments and materials that accelerate learning and address student needs. Students achieving above grade level in later years (11th and 12th grade) will have the opportunity to take additional online and college courses (both during the school year and during the summer). Our intersession program provides access to internship opportunities commensurate with their skills and abilities, as well as service learning and additional elective courses. EBIA is committed to working with students who are performing above grade level to ensure they are challenged and able to access the most rigorous content appropriate to them.

- **Special Education Students:** EBIA will uphold the same rigorous activities and behavioral expectations for every student, including special education students with Individualized Education Plans (IEPs). Students with IEPs will receive the supports and services necessary, per their IEPs, to ensure access and accommodations to the core curriculum. EBIA's instructional design and student learning time will allow students with learning needs to receive support, remediation, and work toward their individual IEP goals without missing essential instruction in the least restrictive environment, the general education setting.

EBIA will employ highly qualified Education Specialists and/or contractors who are appropriately credentialed to serve the students. The Education Specialists will provide a service delivery model that matches the needs of the students and will include in class support and direct instruction using research based curriculum. Also included will be online instruction, one-to-one instruction and behavioral plans and programs as needed. Additional special education credentialed staff will be hired or contracted to ensure the students' needs are being met and EBIA is compliant with state and federal special education laws.

It is the intent to include a Response to Intervention (RtI) model to provide interventions prior to a referral to Special Education. The interventions will be available to all students, with special education students also having access to these interventions. Continuous monitoring of progress is an essential component of special education and RtI and will be included. EBIA will follow a Student Success Team model, and review and refer students as necessary for assessment and identification.

Professional Development will be provided to all staff to ensure all are familiar with special education laws, the process for referral and identification, accommodations and

implementations of IEPs, including behavior support plans. EBIA staff will participate in SELPA provided professional development opportunities.

- **English Learners (EL):** EBIA has the same rigorous academic and behavioral expectations for every student, regardless of native language, and will implement research-based instructional programs and strategies to meet the specific needs of our EL students. Supporting our EL students requires that we implement an instructional approach designed to ensure accelerated and effective acquisition of academic English in alignment with our mission of success in college.

From identification and ongoing assessments of our EL population, and through delivery of instruction in core academic subjects, we will focus on providing teachers who are trained to implement core instructional strategies in support of EL students. Methods include differentiated instruction, online interventions, one-on-one reading support with teachers, focused vocabulary instruction, effective SDAIE (specially designed academic instruction in English), as well as language acquisition training. EBIA's model requires students to work in small groups and in individualized sessions personalized to their specific needs. Students who need support in literacy, including EL students, will be required to attend the summer school program as well as enroll in an academic acceleration intersession course, taught by EBIA faculty. Furthermore, EBIA will provide our teaching staff the instructional support and professional development required to ensure we meet the specific needs of these students.

EBIA TEAM

EBIA's founding team represents the best of Oakland's talent and diversity, as well as a diverse group of education experts. The group is bound together by a passion for Oakland, and a deep commitment to providing world class educational opportunities to all of Oakland's children. We are confident that the skills, expertise, and perspectives shared, will form a school that will deliver on the EBIA mission of placing every student on a path to success in college. Comprised of professionals with expertise in areas such as education, finance, operations, technology, and audit/compliance, the founding team includes the following individuals, with EBIA members of the Board of Directors indicated: (Please see Appendix ES.1 for Founding Team Biographies).

Figure 1- EBIA Founding Team Summary

Founder	Finance	Educational Program	Education Innovation	New School Start-up	School Facilities	Governance & Law	Operations	Community Outreach	Development/Fundraising	School Administration	Executive Search	Special Populations	Innovation and Design	Technology and Data	EBIA Board Member
Amber Banks		X	X							X		X			X
Rochelle Benning	X					X	X				X			X	X
Vivian Chang								X							
Lynda Deakin			X										X		
Elana Feinberg		X	X	X			X			X					
Melissa Heller								X	X		X				
Emi Johnson	X	X	X			X	X			X		X			
Laurie Jacobson Jones						X	X	X						X	X
Tali Levy						X									X
Madison Mount			X										X	X	
Louise K. Pollard								X							
Katie Rittenberg								X							
Owen Rodger	X						X						X	X	
Kim Smith	X		X	X		X	X		X		X				X
Erika Vexler								X			X				
Laura Yee					X		X								

*EBIA is also supported by EdTec, and represented by Young, Minney, & Corr.

EBIA ADVISORY BOARD

The Charter School also has an Advisory Board, consisting of experts in a broad number of education related fields. The Advisory Board serves as a resource and provides guidance to the Charter School Executive Director, Board of Directors, and staff on the latest research and best practices in the field. Its input will help shape the Charter School's strategic plan. In addition,

individual members of the Advisory Board may also serve as a sounding board for the Charter School Executive Director, Board of Directors, and teachers on specific issues that may arise during the course of the year.

The Advisory Board includes the following individuals:

- Lande Ajose, Deputy Director of California Competes and Board Chair of the National Equity Project.
- Todd Dickson, Founder and CEO of Valor Collegiate Academies, former Summit Public Schools Board Member and Executive Director of Summit Prep.
- Erin Flynn, SVP of Talent Development at salesforce.com
- Peter Laub, Executive Vice President of EdTec
- Gloria Lee, COO of New Schools Venture Fund, Founder and President of Yu Ming Charter School, and previous Bay Area Superintendent for Aspire Public Schools.
- Jessica Tagami, Crocker Highlands PTA President, Writer, and Oakland Community Outreach Expert.

See the Appendix ES.2 for biographies of EBIA Advisory Board Members

EBIA FOUNDERS AND COMMUNITY

Families across Oakland have demonstrated a high degree of support for EBIA and the option for a high quality college-preparatory educational program it will provide. Please see Appendix ES.3 for a description of some of EBIA's parent founders. These Oakland parents are active in the community and have been instrumental in supporting EBIA's charter petition.

Furthermore, we have collected petition signatures from parents who are meaningfully interested in enrolling their children in the Charter School, and we have received letters of support from individuals and organizations that have a stake in the success of the children in Oakland that EBIA aims to serve. We have conducted parent and community meetings to solicit input and share information, and we have specific plans for continued outreach as we progress through the Charter School planning and start-up phases. Relationships with several organizations have played a critical role in the effort to found EBIA. Strong communication and substantive collaboration with families and the community will continue to remain the hallmark of EBIA.

EBIA COMMITMENT

Our proposed school supports Oakland Unified School District's March 2013 Quality School Development Policy BP 6005. "The Board of Education is committed to providing all students a continuum of high-quality schools, including schools that are directly operated by the OUSD; public charter schools authorized by the Oakland Unified School District; and schools funded by, but are not exclusively operated by the Oakland Unified School District." Our school will provide free, equitable, and open access to a research and practice-based academic program and will hold itself accountable to ensuring all students reach equally ambitious expectations for achievement. EBIA will eliminate the predictive power of demographics in dictating the educational and life prospects of the children we educate.

See Appendix ES.4 for full text of OUSD's Quality School Development Policy.

ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is 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.

Education Code Section 47605(b)(5)(A)(i)

Governing Law: A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

Education Code Section 47605(b)(5)(A)(ii)

Governing Law: If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

Education Code Section 47605(b)(5)(A)(iii)

EBIA’S MISSION

To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

EDUCATIONAL PHILOSOPHY

Located in Oakland, East Bay Innovation Academy will be a grades 6-12 college preparatory public charter school that builds upon the strengths of proven models at High Tech High, Uncommon Schools, Summit Public Schools, the Denver School of Science and Technology, and the Expeditionary Learning Schools. Through personalization and project-based learning, and by leveraging best practices in curriculum design and technology, EBIA will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

EBIA intends to deliver a personalized learning experience that provides all students the opportunity to achieve their academic goals regardless of their previous preparation and background. Our students are expected to become articulate advocates, building and defending digital portfolios of their work, and to grow into leaders who collaborate, manage change and

take ownership. In short, we are a rigorous, Science, Technology, Engineering, and Math (STEM)-based school, with a unique focus on the social and emotional skills needed to be leaders. We aim to equip students with the skills and knowledge that enables them to navigate and confront the challenges of both today and tomorrow.

At EBIA we strive to integrate head and hand – we make and do things! EBIA's students are engaged, involved, and working as change agents to bring about positive change in their communities. EBIA will be a safe place for students to find out who they are; where they can explore their interests and learn the life lessons taught through iteration, experimentation, and success derived from lessons learned in failure. We believe the years spent at EBIA will be the most memorable, most formative years in our students' lives.

EBIA will have a strong focus on community—both in and outside the Charter School. We will serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics in Oakland.

EBIA is committed to doing whatever is needed to ensure all students reach our expectations for academic achievement, completing college, and developing the academic and non-academic skills they need to succeed and pursue the lives they desire.

NEED AND STUDENTS TO BE SERVED:

EBIA plans to serve approximately 770 students in grades 6-12 with a full build out in Year 8, and will open with students in grades six and seven. After year one, we intend to grow by one grade level per year to serve students in grades six through twelve. The student population enrolled at EBIA will be representative of Oakland's general population. As such, EBIA will strive to reflect Oakland's diversity from socioeconomic, racial, linguistic, and cultural perspectives and will support and build community both internally and externally. EBIA will offer quality programs and supplemental educational opportunities that are currently not readily accessible to many Oakland students. EBIA intends to bring many families back into the public school system by offering a unique, dynamic, and challenging public school option for Oakland families.

A grade 6-12 school is necessary for success. Research shows that an emphasis on social-emotional skills beginning in the middle school years is critical to later success in high school and beyond.¹ Several high performing charter school organizations such as Summit Public

¹ Rockhoff, J. and Lockwood, B. 2010. "Stuck in the Middle." <http://educationnext.org/stuck-in-the-middle/>

Schools, KIPP, and MATCH education are now building 6-12 (or 5-12) schools. We believe that it is imperative to start earlier than in the high school grades in order to adequately prepare students for success in college and career.

EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond. There are currently no high performing, heterogeneous schools in OUSD that focus on blended learning, personalized, project based/experiential learning or 21st century instruction.

The target population for EBIA will be reflective of the diverse population of the City of Oakland. EBIA intends to serve a diverse student body that includes families with a range of socio-economic, racial, linguistic, and cultural backgrounds. Please see Appendix 7.1 EBIA Outreach and Community Engagement Plan.

The Poverty & Race Research Action Council’s report “Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?” provides strong research in this area. “In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice. Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. In fact, to the contrary, many state charter laws provide an incentive to create high-poverty charter schools.”²

“While focusing charter school efforts on high-needs students has merit, there is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward supporting charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Widening the focus so that it also supports charter schools that provide high-needs students with a racially and economically diverse educational setting makes sense for a number of reasons:

- *Civic, Social, and Cognitive Benefits for All Students.* Socioeconomically and racially integrated schools are beneficial to all students who attend them, because integration

² Richard D. Kahlenberg and Halley Potter in “Can Racial and Socioeconomic Integration Promote Better Outcomes for Students” May 2012, The Century Foundation PRRAC Poverty & Race Research Action Council <http://old.tcf.org/publications/2012/5/diverse-charter-schools-can-racial-and-socioeconomic-integration-promote-better-outcomes-for-students>

in public schools is important to fostering open-minded adults and good citizens. Students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills. Furthermore, when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that can facilitate employment.

- *Resources for Improving Academic Performance.* Integrated charter schools hold particular promise for students currently in low-performing schools. Data show that many of the nation's charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students. Numerous studies have shown that low-income students generally perform better in middle-class schools. Investing more heavily in socioeconomically and racially integrated charter schools would provide low-income students with the documented benefits of peer-to-peer contact with a more diverse group of students, along with other resources related to school quality that, at least in the traditional public school context, are associated with increased school diversity.³ See Appendix 1.1 for the Poverty & Race Research Action Council's full report.

The current student population of Oakland Unified School District is quite diverse, but particularly in middle and high school, student populations are not reflective of Oakland's demographics. The table below [Figure 2] compares the demographics of OUSD and the 2010 US Census Data for Oakland. There are very few schools in Oakland, especially high performing schools that are truly heterogeneous, in terms of racial, ethnic, linguistic and socio-economic groups. EBIA will strive to have a student body that matches (or comes very close to) the demographics in Oakland as a whole.

³ Richard D. Kahlenberg and Halley Potter in "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students" May 2012, The Century Foundation PRRAC Poverty & Race Research Action Council <http://old.tcf.org/publications/2012/5/diverse-charter-schools-can-racial-and-socioeconomic-integration-promote-better-outcomes-for-students>

Figure 2 - OUSD Demographic Trends versus 2010 US Census Trends for Oakland

Group	% in OUSD ⁴	% in Oakland per 2010 US Census ⁵
Latino	38.5%	25.4%
African American	30.8%	27.3%
Asian	14.1%	16.7%
White	10.7%	25.9%
Pacific Islander	1.2%	0.5%
Filipino	0.9%	n/a (Asian)
American Indian	0.4%	0.3%
Multiple	2.3%	3.6%
No Response/Other	1.1%	0.3%

These trends are further borne out in the following comparison of public school enrollment trends in Oakland, that shows a *dramatic decline* in Oakland public school attendance in middle school and high school [Figure 3]:

Figure 3 - OUSD Enrollment Trends versus 2010 Oakland US Census Data

Public School Enrollment (2012 – 2013)	Students Enrolled ⁶	2010 Oakland US Census Data ⁷	Oakland Students not in Public Schools
OUSD Elementary Schools	19,913		
OUSD Middle Schools	7,257		
OUSD High Schools	9,010		
Oakland Charter Schools	10,118		
2010 Census: Ages 5-9		22,994	
2010 Census: Ages 10-14		20,825	
2010 Census: Ages 15-19		22,456	
Total Students in Oakland	46,298	66,275	19,997

Note: The data shown is not a direct “apples-to-apples” comparison, because the census is performed every ten years. However, we believe the trend shown is relevant, regardless of the two to three year difference in OUSD and US Census data.

⁴ http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf

⁵ <http://www.census.gov/2010census/popmap/ipmtext.php?fl=06:0653000> and http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1

⁶ http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf

⁷ <http://www.census.gov/2010census/popmap/ipmtext.php?fl=06:0653000> and http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1

Additionally, the table below [Figure 4] shows the performance of Oakland high schools and highlights a gap in the current portfolio of schools. Oakland families are hungry for a heterogeneous school that provides students the opportunity to engage in a rigorous college preparatory program that offers 21st century project based, blended, innovation/STEM focused pedagogies. The schools shown below that are considered to be high performing (by API scores) are in shaded rows. Please note, that we are defining heterogeneous as a mixed population of students racially, ethnically, linguistically and socioeconomically and no majority (no more than 50%) of one racial, ethnic, or linguistic group.

Figure 4 - Oakland Public School Data Elements

School	Grades	Charter Y/N	API	Statewide Ranking	Similar Schools Ranking	Great Schools Ranking	Heterogeneous Population?
Aspire Golden State	5-11	Yes	699	4/10	9/10	4	No
Aspire Lionel Wilson	5-11	Yes	827	8/10	10/10	7	No
Arise High School	9-12	Yes	554	1/10	1/10	2	No
Bay Area Tech	6-11	Yes	759	3/10	2/10	4	No
Coliseum College Prep	6-10	No	661	1/10	1/10	3	No
East Oakland Leadership Academy High	9-10	Yes	730	1/10	N/a	6	No
Envision	9-12	Yes	606	1/10	7/10	3	No
LPS College Park	9-12	Yes	688	1/10	3/10	4	No
Life Academy	9-12	No	719	2/10	3/10	4	No
Lighthouse Community Charter	9-12	Yes	758	7/10	10/10	5	No
Metwest	9-12	No	577	1/10	1/10	2	No
McClymonds High	9-12	No	493	1/10	1/10	2	No
Oakland Charter	9-11	Yes	956	10/10	10/10	10	No
Oakland High	9-12	No	612	2/10	4/10	3	No
Oakland International	9-12	No	409	1/10	1/10	1	No
Oakland Military	9-12	Yes	743	6/10	9/10	5	No
Oakland Tech	9-12	No	725	3/10	2/10	5	Yes
Oakland Unity	9-12	Yes	705	5/10	9/10	5	No
Ralph Bunche High	9-12	No	581	1/10	N/a		No
Skyline High School	9-12	No	652	2/10	3/10	3	Yes

*American Indian Model Schools have been excluded from this analysis because its future status is unclear.

As shown above in [Figure 4], there are *currently no* 6-12 high performing schools in Oakland with a heterogeneous population and a project based, blended learning, innovation/STEM focus. We believe we can create a new and unique opportunity for students to learn 21st

century skills in a heterogeneous setting. Our school structure and instructional model is differentiated and cutting-edge, combined with an extensive support structure for all learners, including an advisory system and differentiated instruction via blended learning and other methods.

Despite efforts, the high school graduation rate in Oakland in 2012 was 58.9% overall, below the state average of 70%.⁸ However, for black and Latino students, the graduation rate was lower, at 55.1% and 51.8% respectively. The rate for English Language Learners was even lower, at 40.8%.

Our highly relevant, college and career preparatory program, meshed with a comprehensive social, emotional and academic support system, will raise the graduation rate and the college acceptance rate in Oakland.⁹ The targeted students include many English Learners (ELs), students of color and low income students. In order to succeed, these groups of students need extensive academic and social/emotional supports, as well as teaching based on best practices for these students such as differentiated and personalized instruction, explicit literacy and basic math teaching and support, specific strategies to support ELs and special education students, academic literacy, study skills, and relevant and culturally sensitive curriculum, including project based learning. Research has also shown that students succeed and stay in school when they have one close, ongoing relationship with an adult on campus.¹⁰ Best practice has also shown that students are more likely to attend and graduate from college when they are taught key social and emotional skills, as well as “social capital” skills, in concurrence with character development.¹¹ Students are also more likely to succeed when there are consistent, high academic and behavioral expectations, such as graduation requirements that meet or exceed the UC A-G.¹² Finally, when there is early identification of struggling students and extensive support structures, students are more likely to not fall behind and stay in school. The EBIA model combines all of these best practices, as well as high quality professional development, in order to create a supportive yet rigorous environment in which all students can succeed. Details of our academic and character development programs are discussed below.

⁸ <http://www.sfgate.com/education/article/California-Oakland-S-F-dropout-rates-decline-3667306.php>

⁹ http://www.hamiltonproject.org/files/downloads_and_links/Messacar_final.pdf

¹⁰ http://www.tc.columbia.edu/centers/ncrest/Aera/aera2005_Advisory.pdf

¹¹ <http://casel.org/why-it-matters/benefits-of-sel/sel-academics/>

¹² http://www.hamiltonproject.org/files/downloads_and_links/Messacar_final.pdf

EBIA is designed to offer quality programs and additional educational opportunities that are currently not readily accessible to the majority of Oakland students. We intend to bring families back into the public school system by offering a unique, dynamic, and challenging public school option for Oakland families.

ENROLLMENT PLAN:

EBIA will grow to serve students in grades 6-12 throughout the City of Oakland. In the school's first year, 2014 – 2015, we plan to enroll 240 students in sixth and seventh grades. We will add one grade level per year through grade twelve, and estimate a total sustained enrollment of 770 students at full build out and capacity.

EBIA intends to open with 150 sixth grade students and 90 seventh grade students. We propose opening with a higher number of sixth grade students in order to ensure sufficient levels of enrollment to launch the Charter School in a fiscally conservative and sustainable manner, while controlling for overall school size and implementing a slow growth model (starting with only two grades and adding one grade per year). Since sixth grade is typically the first year of middle school, we anticipate being able to recruit a higher number of sixth grade students, some of whom may otherwise have enrolled in parochial or private schools. Following our first year of operations, we will enroll a new cohort of 110 sixth graders each subsequent year and plan to fill any spaces that may become available due to attrition. This slow growth model allows us to grow strategically by building on a firmly established culture of academic achievement and fully developed and implemented curricular models, materials, and instructional programs one grade level at a time. The figure below [Figure 5] illustrates the Charter School's full enrollment plan, and evidences that if renewed and at full grade, sustained capacity, EBIA would serve 770 students in sixth through twelfth grades.

Figure 5 - Enrollment Projections by Year and Grade Level

Student Population								
	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
Y1	150	90						240
Y2	110	150	90					350
Y3	110	110	150	90				460
Y4	110	110	110	150	90			570
Y5	110	110	110	110	150	90		680
Y6	110	110	110	110	110	150	90	790
Y7	110	110	110	110	110	110	150	810
Y8	110	110	110	110	110	110	110	770
Y9	110	110	110	110	110	110	110	770 ¹³

Our proposed school supports Oakland Unified School District’s March 2013 Quality School Development Policy BP 6005. “The Board of Education is committed to providing all students a continuum of high-quality schools, including schools that are directly operated by the OUSD; public charter schools authorized by the Oakland Unified School District; and schools funded by, but are not exclusively operated by the Oakland Unified School District.” Please see Appendix ES.4. The Charter School will provide free, equitable, and open access to a research and practice-based academic program and will hold itself accountable to ensuring all students reach equally ambitious expectations for achievement.

EBIA COMMUNITY SUPPORT:

EBIA will reflect Oakland’s diversity from socioeconomic, racial, linguistic, and cultural perspectives, and will support and build community internally and externally. We are actively working to expand our team and recruit founding families to reflect the diversity values of the Charter School. Residents throughout the city have demonstrated strong support for EBIA, and a desire for a rigorous grades 6-12 college preparatory program, in which students of all previous preparation levels will find success. Oakland families are hungry for a public school offering that provides inquiry-driven, interdisciplinary, collaborative projects, with significant time and resources invested into programs that develop student’s social-emotional skills and

¹³ Due to the initial Sixth Grade cohort of 150 students, school size in operational years six and seven will be approximately 790 in year six and 810 in year seven. With all incoming Sixth Grade cohorts after the inaugural group at 110 students, approximate school size in operational year eight will be 770.

character strengths. We have spoken with stakeholders in Oakland and have found overwhelming support for EBIA as reflected in the following documents:

- **Parent petition:** Parents and families are critical to EBIA’s success even before our first academic year begins. Their role begins with expressing their interest in the public school option we are proposing and continues with choosing the Charter School for their children and supporting them in meeting the Charter School’s expectations. We have collected petition signatures from parents indicating that they are meaningfully interested in enrolling their children at EBIA. Other community members have signed our petition as well to indicate their support for EBIA and their desire for this school to be a part of the community. While we have provided 28 teacher signatures in Appendix 1.3 to meet the petition requirement of **Ed. Code section 47605(a)(1)(B)** for the charter application, we have also included 295 original parent signatures in Appendix 1.2
- **Teacher petition:** In order to implement EBIA’s proposed academic program successfully, create a college-going culture, and reach the ambitious goals we have set for student achievement, it will be imperative to recruit, identify, hire, develop, and support teachers who are fully aligned with our mission and vision for the Charter School, and who have the capacity to execute on our model effectively. We have met the charter petition requirement of **Ed. Code section 47605(a)(1)(B)** with the signatures of 28 California credentialed teachers who expressed meaningful interest in teaching at EBIA. Please see Appendix 1.3.
- **Letters of support and community connections:** Individuals and community organizations have submitted letters of support for EBIA and are included in Appendix 1.4. To date, we have received letters from the following organizations and individuals:
 - High Tech High
 - IDEO
 - California Charter Schools Association
 - Galileo Learning
 - Douglas Parking
 - Pastor Jim Hopkins, Lakeshore Avenue Baptist Church
 - Highland Partners Real Estate
 - Junior Center of Art and Science
 - Girl Scouts of Northern California
 - The Heirloom Chef
 - Larson/Shores Architects and Interiors

- Inspection Pro's
- Mason McDuffie Mortgage Corporation
- M. Alex Peterson, Pediatric Neuropsychologist, CA PSY #18593
- Align Chiropractic Center
- Oakland Community Acupuncture
- Eugenia Amador, Attorney at Law
- Jack Backus Architects
- Sandra Bryson, MFT

Still more have communicated their support for the proposed school in meetings with members of the founding board, and through concrete efforts to forge local and education arena connections on behalf of the Charter School. Thus far we have met with a large number of individuals, including representatives from the following organizations:

- Great Oakland Public Schools
- High Tech High
- Summit Public Schools
- Camp Galileo
- Aspire Public Schools
- New Schools Venture Fund
- Silicon Schools Fund
- California Commercial Investment Group
- Lighthouse Community Charter School
- Urban Montessori
- Sierra Expeditionary Learning School
- Tahoe Expedition Academy
- Valor Collegiate Academy
- Citizens of the World Charter Schools
- Academy of Alameda
- New Leaders for New Schools
- California Competes
- IDEO
- California Charter Schools Association
- Charter Schools Development Center
- Education for Change
- KIPP Public Charter Schools
- Young Minney & Corr
- Redwood Circle Consulting

- Golden Gate Audubon Society
 - EdTec
 - The Rodgers Foundation
 - Khan Academy
 - Gobstopper
 - The Alvo Institute
- **Parent and community outreach and information sessions:** We continue to conduct outreach and host information sessions to engage parents and community members in the founding process, and we have a plan for continued outreach as we progress through school planning and start-up phases. We have participated in numerous one-on-one parent meetings, and have distributed information at the Temescal Street Fair and the Laurel Street Fair. Thus far, we have hosted information sessions at Lakeshore Baptist Church and a Founding Board Member’s home. We have included Sample Parent and Community Outreach Fliers in Appendix 1.5.

The purpose of these sessions and other outreach efforts is to connect with local families to discuss the overall school design for EBIA. They provide opportunities for conversations about numerous elements of the Charter School, including the educational program, academic support structures, literacy development, parent involvement, student recruitment efforts, school safety, and school culture. The findings from these sessions are shared with the Founding Board to inform discussions about the Charter School’s design.

Strong communication and substantive collaboration with families and the Oakland community will remain a hallmark of EBIA. Working together, we will provide the safe school environment and rigorous academic program our students need to attain academic success and access to educational and economic opportunity.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY:

The fundamental characteristic of the new millennium is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. As Tony Wagner from Harvard University said, to be a successful adult, “it no longer matters what you know, but what you do with what you know.” In the age of the Internet, information can be easily found. However, students need critical skills to be successful in a 21st century world. The role of schools will likely shift to teaching students skills, rather than knowledge. “One of the greatest challenges for teachers is preparing students to live in –

ideally, to succeed in – a world that does not yet exist.”¹⁴ Students need to learn how to be flexible, adaptable and able problem solvers. At the same time, the world is becoming increasingly interdependent and global. Therefore, an educated person in the 21st century must have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions, generate new ideas, and express themselves thoughtfully. As the world is growing smaller, students must have the ability to work efficiently with those who come from completely different backgrounds, and to have cultural awareness and proficiency. As the president of the University of Texas at Austin, William Powers Jr., said, “a diverse student body prepares young people for life in an increasingly global society.” Students must also have important academic and personal habits, including self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and in the 21st century world of work and citizenship.

SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS

EBIA will enable students to become self-motivated, competent, and lifelong learners, armed with the knowledge, skills, and strength of character needed to succeed in college and become leaders in their communities.

An educated person in the 21st century must possess the essential skills and knowledge needed to succeed in higher education and the workplace and to participate in a global society, and they must be able to apply core skills and knowledge in multiple situations to solve complex problems. We will employ the “5 C’s of 21st century learning: Critical thinking, Communication, Collaboration, Creativity, and Competency.”¹⁵

EBIA’s graduates will be able to collect information in a variety of forms, including novels, art pieces, statistical data sets, newspaper reports, historical accounts, web pages, and scientific articles. They must be able to think systematically and critically about that information, create and design new knowledge, and apply their thinking to real world problems. And, they must be able to express themselves effectively in a variety of forms, such as essays, paintings, poems, oral presentations, mathematical arguments, and scientific rebuttals. Finally, as we are STEM focused school, students must be able to express themselves and present products in a digital format.

¹⁴ Julie Gorlewski in “Teaching Toward Utopia” in *Education Week*, June 12, 2013, Vol. 32, #35, p. 39-40), www.edweek.org

¹⁵ <http://www.p21.org/tools-and-resources/abovebeyond4cs>

Because we expect our students to be leaders in a 21st century world, we are also applying the principles of design thinking throughout our educational program, meaning students must be able to identify a problem, create a solution to that problem, evaluate and take feedback on their problem, and then improve upon their solution. They will be constantly “iterating.” We will also provide a space for students to become “makers,” and to allow them the space to create while learning. It is these types of educational opportunities that will allow our students to be 21st century leaders, especially in the STEM fields.

As defined by the standards published by the California State Standards¹⁶ and the Common Core State Standards (CCSS)¹⁷, the academic skills necessary for an educated person in the 21st century are listed below. The achievement of these skills will be a key feature of the Charter School’s educational program.

COLLEGE READY LITERACY SKILLS, INCLUDING THE ABILITY TO:

From the CA State Standards:

- Read and with fluency and comprehension
- Organize information logically
- Analyze literary elements of text (i.e. genre, theme, setting, character motivation, plot)
- Respond to literature and make text-to-self, text-to-text, and text-to-world connections
- Write in a variety of genres, including persuasive, narrative, expository, and descriptive, demonstrating an understanding of audience and purpose

From the Common Core College and Career Ready Anchor Standards:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

¹⁶ <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>, <http://www.cde.ca.gov/be/st/ss/documents/mathstandard.pdf>,
<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>,
<http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>.

¹⁷ <http://www.corestandards.org/the-standards>

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasive

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

COLLEGE-READY MATH SKILLS, INCLUDING THE ABILITY TO:

From the CA state standards:

- Define and apply the properties of rational numbers and perform arithmetic operations with whole numbers, integers, fractions, decimals, and percents
- Express quantitative relationships using equations, inequalities, and graphs
- Use logical reasoning, arithmetic operations, measurement systems, probability, statistics, and geometric principles, formulas, and theorems to solve mathematical problems
- Represent data graphically

- Apply symbolic (algebraic) reasoning and calculations to solve problems
- Determine whether solutions are reasonable in context

From the Common Core Math Standards:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning

SKILLS NECESSARY TO COMPREHEND AND APPLY CORE KNOWLEDGE OF SOCIAL, LIFE, EARTH, AND PHYSICAL SCIENCES; HISTORY; AND GEOGRAPHY, INCLUDING THE ABILITY TO:

From the CA state standards:

- Apply geography principles to current events in the United States and throughout the world
- Demonstrate an awareness of universal themes and dilemmas in history
- Make connections between historical events and present-day issues
- Apply the rights and responsibilities of citizenship to their own lives
- Analyze costs and benefits associated with economic and political strategies
- Evaluate the credibility of sources and distinguish between fact and opinion
- Explain historical and scientific occurrences with cause-and-effect relationships
- Explain natural phenomena with scientific principles
- Apply the scientific method to pose questions, design effective experiments, and find answers to questions about the natural world
- Connect scientific principles to societal impact and global issues

From the Common Core Standards:

- Cite specific textual evidence and determine central ideas or information of a primary and secondary source; analysis of primary and secondary sources.
- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NON-ACADEMIC SKILLS AND QUALITIES IMPORTANT FOR AN EDUCATED PERSON :

Non-academic skills (social emotional skills) necessary for an educated person in the 21st century¹⁸ include five major skills.

The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations, taking responsibility for one's own actions, and possessing a well-grounded sense of confidence and optimism and maintaining the strength of character needed to make choices that may be unpopular, to avoid succumbing to negative peer pressure, and to counter bias.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses,

¹⁸ Compiled and adapted from *Resolving Conflict Creatively*, Educators for Social Responsibility, 1996; Illinois Learning Standards http://www.isbe.state.il.us/ils/social_emotional/standards.htm; The 5 SEL skills are taken from the Collaborative on Academic, Social, Emotional and Learning <http://casel.org>.

persevering through challenging situations, and displaying motivation to set, and work towards achieving personal and academic goals.

- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand ethical norms for behavior, and to recognize family, school, and community resources and supports. Additionally, to treat others with respect and demonstrate tolerance and appreciation for others' differences, whether cultural, linguistic, socio-economic, or personal.
- **Relationship skills (interpersonal skills):** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, and cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. This includes consistently demonstrate honesty and integrity in all situations

The education program of EBIA, as explained in detail throughout the remainder of this section, is designed to provide all students with the aforementioned skills, knowledge, and character foundation, thus preparing them to be productive, responsible, well-educated members of 21st century society. Specific research and practice-based educational practices that will generate these outcomes are detailed below.

HOW LEARNING BEST OCCURS

The academic focus of EBIA will be a rigorous, college preparatory program in which students of all previous preparation levels will find success. We have a collaborative model that incorporates technology to engage students in scientific, mathematical, literary, historical, and artistic pursuits, which is how the Charter School believes learning best occurs. While emphasizing inquiry-driven, interdisciplinary, collaborative projects based around the Common Core State Standards, significant time and resources will be invested into programs that develop students' social-emotional skills and character strengths. Through blended and project based learning, our program will be differentiated and personalized to meet students' individual needs and interests.

Through our STEM, technology/innovation emphasis; EBIA will provide students with the skills required to graduate from college, compete in the global economy, and contribute to and build

a diverse society. Students will learn to become articulate advocates, building and defending digital portfolios of their work, and through participation in advisory groups, gain interactive guidance and sense of social responsibility for the school community. Our goal is to develop both student and adult leaders (staff and parents) who collaborate, manage change, and take ownership of their learning experiences.

CORE BELIEFS

The educational philosophy at EBIA is centered on the following core beliefs, which inform how learning best occurs at the Charter School:

- We believe in **POSSIBILITY and PERSEVERANCE**: All children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity. One of the main ways that we teach students to push the limits is through constantly applying a growth mindset. This is an idea professed by Stanford psychologist Carol Dweck in decades of research on achievement and success.¹⁹ With a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They also believe that talent alone creates success – without much effort. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. Virtually all people who have demonstrated excellence in any area of life have had these qualities. EBIA believes that ability is developed over time, through hard work, great feedback, and through experiencing and learning from failure.
- We believe in **CREATIVITY and CURIOSITY**: We aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination. We also believe that social and emotional learning (SEL) skills are just as important for success as academic skills. Research and opinion from many top educators, economists, and talent recruiters all reach a strikingly similar conclusion regarding what high school graduates need upon graduation in order to compete in today's global economy: to be innovative and creative critical thinkers.²⁰ EBIA graduates will be well prepared to be 21st century leaders because the EBIA will develop strong foundational skills and content knowledge, while placing a unique

¹⁹ Carol Dweck's Mindset philosophy is summarized here: <http://chronicle.com/article/Carol-Dwecks-Attitude/65405/>

²⁰ Batey, M. "Is Creativity the Number 1 Skill for the 21st Century?" *Working Creativity*, 2011.

emphasis on innovation, and giving students many opportunities to apply creative and innovative problem solving to real world problems. Our project based learning, and design courses, as well as our intersession courses allow for the time and opportunities for students to develop skills and content knowledge and to apply these to real world situations.

- We believe in **COMMUNITY**: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students' success. Research shows that even the most effective schools in the world have a smaller effect on students' academic success than their family.²¹ In order to help ensure our mission, we understand and look forward to partnering with each family and finding ways to help students to succeed in school and outside of school. Great academic outcomes can only be accomplished by students who feel safe and trusted, and the EBIA culture will be one that feels like a healthy family dynamic: lots of love and emotional support, but also very clear and high expectations.

Additionally, research consistently indicates that one of the highest predictors of K-12 completion for middle and high school scholars is having at least one authentic relationship with an adult at school and feeling connected to the Charter School.²² At EBIA, it will be a key part of the school culture and academic program that teachers build deep, authentic relationships with their students. In order to be able to expertly coach and teach students, teachers must know them well – what makes them tick, their learning profile, their “story” outside of the classroom. Equally important is that students know their teachers as human beings beyond the classroom. In addition, authentic relationships between students will be a focus of the program. This relationship building will be developed and supported through EBIA’s Advisory Program. Middle and high school scholars do not always naturally build healthy, authentic relationships with their peers: EBIA recognizes this and has made it an explicit goal of the academic program to coach scholars in how to build healthy, strong peer relationships and a strong sense of community. When these types of relationships are

²¹ Numerous studies have found links between parental involvement and engagement and student academic success are strong, in fact, this link has now been deemed “undisputed”. An example of these critical links includes the U.S. Dept. of Ed’s 1995 report, *Strong Families, Strong Schools*,. Additional researchers, including Kellaghan, Sloane, Alvarez, and Bloom (2003), and Beth Simon (1999), Topor, D, Keane, S., Shelton, T. and Calkins, S. “*The Interface of Family, School, and Community Factors for the Positive Development of Children and Youth*” (2010) have also well- documented and synthesized research on this topic.

²² Demaray, Lazarus, & Sulkowski, “A little help from my friends: Social support in schools and links to students’ emotional well-being.” *Communique 40 and 41* 2012

carefully and professionally developed, trust is built within a culture, and authentic trust creates an emotionally safe environment where students are willing to take the risks necessary to accelerate their learning.²³

- We believe in the **GREATER GOOD**: Our school will open students' minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world. Our mission is to prepare students to be active citizens, to be contributors and participants in the world around them. Research shows that it is possible to teach compassion and kindness, and that the best way to do this is via service learning—where students go into their community, help those in need and improve the community they live in.²⁴
- We believe in **DIVERSITY**: In order to prepare students for a global society and workforce; they need to learn to work with those that are different from them in all aspects of life. The ability to deeply understand multiple perspectives is a key factor in being able to think critically and to be prepared for college and life success. In order to truly understand and value multiple perspectives, students must be in diverse academic environments. In fact, “many families now believe, as do virtually all leading colleges and universities, that racial, ethnic, and income diversity enriches the classroom.”²⁵ Unfortunately, many schools may appear to be diverse from their demographic data, but when examined more closely it becomes evident that they do not have much academic diversity, meaning that scholars of different socio-economic and racial backgrounds are not interacting meaningfully in rigorous academic courses, or that schools are “tracked.” EBIA will create academic and non-academic experiences for students to interact in positive, meaningful ways with students who bring a wealth of backgrounds, perspectives, and experiences to EBIA. Valuing diversity will be woven into everything that we do as a school. From faculty hiring, student recruitment, and family orientation, to the scholar experience, EBIA will deeply value the advantages that having a diverse community brings. Beyond the value given to the Charter School’s families and

²³ In their research study, *Friendships, Peer Acceptance, and Group Membership: Relations to Academic Achievement*, Kathryn R. Wentzel and Kathryn Caldwell found a link between group membership and other aspects of peer relationships and academic achievement of students they followed from 6th-8th grade: <http://www.jstor.org/stable/1132301>

²⁴ National Service Learning Clearinghouse: <http://www.servicelearning.org/topic/theory-practice>

²⁵ “The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy” Kahlenberg, 2012.

faculty, EBIA also believes the long-term value of creating high performing diverse schools within Oakland is significant.

The above core beliefs go hand in hand with a deep commitment to social-emotional learning and character education. As such, EBIA will also focus on the following character traits, which will be woven throughout our entire program.

CHARACTER TRAITS – EBIA INNOVATOR NORMS:

Dr. Martin Seligman is a world-renowned professor from the University of Pennsylvania who is widely considered the leading expert in the Positive Psychology movement. Dr. Seligman has done considerable research on the character traits that are most widely aligned with success and happiness.²⁶ In his research he was able to identify 24 positive character strengths that, when developed, were most closely associated with both success and happiness in adolescents (and adults). Angela Duckworth, in conjunction with a team at KIPP schools, also identified several key character traits that were necessary for success in college and career.²⁷ The character traits below were based on this research. The character traits, as well as the SEL skills listed above, will form the basis for our character development, another aspect of how learning best occurs at EBIA.

At EBIA we will refer to these character traits as **Innovator Norms**. Our six Innovator Norms will be woven throughout our culture, classrooms and community.

Perseverance (Possibility and Perseverance): maintaining a steady persistence in a course of action, and exhibit a commitment to purpose and tenacity, in spite of difficulties, obstacles, or discouragement. Innovators are courageous in the face of difficulty, know that effort and hard work will improve their future, and move past frustrations and setbacks quickly.

Curiosity: (Creativity and Curiosity): eagerly desiring to know and learn; to take initiative and to be inventive.

Kindness: (Greater Good): being considerate or helpful.

Respect: (Community): honoring or being considerate towards self, property, and others.

²⁶ Seligman, M. *Authentic Happiness*, 2002

²⁷ Tough, P. *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*. 2012.

Conscientiousness: (Possibility and Perseverance): being careful, meticulous; being thorough, careful, or vigilant; desiring to do a task well and to completion, being accountable, prioritizing to set and meet goals, and achieve results.

Citizenship and Leadership: (Community, Greater Good, and Diversity): the quality of an individual’s membership in, and contribution to, a community. As articulated in the Expeditionary Learning arena, there are no passengers, only crew.

STATE PRIORITIES: ANNUAL GOALS AND ACTIONS

In order to respond fully to the requirements defined in Education Code Section 47605(b)(5)(A)(ii) for Element 1, please find the following table [Figure 6]. Expanded information on each of these annual goals can also be found in Element 2 [Figure 21 - Outcomes Aligned to State Priorities] and additional school outcomes in [Figure 22 - EBIA School Outcomes].

Figure 6 - Charter School Annual Goals and Actions

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
<p>State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • EBIA will hire and maintain a highly qualified faculty. • EBIA will obtain the most up-to-date, standards aligned instructional materials that will prepare students for college and career success. • School facilities are maintained and in good repair. 	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance task, curricular and materials review, teaching demonstrations and reference checks. • Faculty will have 40+ days of targeted professional development, based on Personalized Educator Plans (individual and school goals) and the needs of students based on data. • School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. • Annual community survey. • Faculty participates in shared decision making process. • Regular walk-throughs of school facilities by school leadership.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All EBIA curriculum will be aligned to CCSS. • All EBIA curriculum will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> • Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs and will be aligned to ELD standards. • 40+ days of Professional Development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • Parents view themselves as a key component of the school's and student success. • Parents and students will demonstrate high satisfaction with the academic program. 	<ul style="list-style-type: none"> • Published list of differentiated opportunities for parental involvement. • Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.). • Annual community survey .

- State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:
- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
 - B. The Academic Performance Index (API)
 - C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
 - D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
 - E. EL reclassification rate
 - F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
 - G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All students will become proficient in English, math, science and social science. • All students perform well on all external tests. • All students show growth on benchmark assessments. • All students show growth on external measures. 	<ul style="list-style-type: none"> • Standards based and aligned curriculum maps. • Regular benchmark assessments (minimum 3x per year) aligned to standards. • Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction). • Rigorous graduation requirements (beyond UC A-G). • Curriculum maps designed to support ELs and struggling students. • Curriculum maps aligned with EAP assessments. • Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups .

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • Students attend school regularly, consistently, and on time. 	<ul style="list-style-type: none"> • Advisory System and course to support students. • Social-Emotional learning in all courses. • Personalized Learning Plans. • Extensive support structures, including early intervention plans. • Extensive community building via orientation, advisory, and morning meeting.

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • Students will be thoughtful, engaged citizens of a 21st century world. • All students consistently demonstrate strong SEL skills and Innovator Norms. • Students will show growth on all SEL skills and Innovator Norms. 	<ul style="list-style-type: none"> • Extensive community building via advisory, orientation and morning meeting as well as other school events • Advisory system and course. • Social-Emotional Learning in all courses. • Personalized Learning Plans. • Analysis of and action plans from community surveys.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G. 	<ul style="list-style-type: none"> • Rigorous graduation requirements that exceed UC A-G. • Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.). • Comprehensive college admission process and

	program.
State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Goal 1: All students will become proficient readers and writers of the English Language.</p> <p>Goal 2: All students will become proficient in mathematical skills and content.</p> <p>Goal 3: All students will become proficient in science concepts and scientific thinking.</p> <p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum. • Regular benchmark assessments (minimum 3x per year) aligned to standards. • Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction). • Rigorous graduation requirements (beyond UC A-G). • Curriculum maps designed to support ELs , special education students and struggling students. • Curriculum maps aligned with EAP assessments. • Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.

INSTRUCTIONAL MODEL AND KEY ACADEMIC PROGRAM FEATURES

EBIA’s instructional model will combine components of project based and expeditionary learning, blended/optimized learning, and some traditional learning. It will be standards based, centered on CCSS, and based on research and best practices. In order for students to be able to master all the skills and content of the EBIA educational program, as well as be 21st century leaders who excel at 21st century skills, they must be able to do work independently as well as collaboratively. Learning must be personalized and relevant to students, as well as differentiated to each student’s unique content, skills, and social-emotional needs. The key skills we are cultivating are collaboration, communication, innovation, problem solving, critical thinking, and creativity. We will also instill the key habits of mind of curiosity, perseverance, initiative, and zest. Finally, in order to prepare our students to be 21st century leaders, they also must be able to work on long-term projects that involve innovation, authentic performance tasks, and real-world activities and interactions.

In order to meet our mission, we have created a hybrid blended and project based learning instructional model with some traditional features that focuses around **three types of instruction: independent, small group and whole group learning.** (See Figure 7 – Instructional Model Matrix on Page 79 below for more detail.) The percentages spent in each of the areas will vary, depending on the subject and the grade/readiness level of the student. We will employ a “gradual release” model, and expect that our students will begin to take more

initiative and ownership over their learning as they progress. For example, 6th grade students may spend more time on whole class learning and 12th grade students may spend more time on independent learning. Additionally, students in a math class may spend more time on independent learning than students in a humanities class. Finally, the percentages may be based on information gleaned from a data cycle - a teacher may identify areas to re-teach or students that need to be re-taught, so s/he may change the percentage of time on small group instruction in order to re-teach. We will institute some parameters for teachers as to how long they will spend on each type of instruction. An example of a parameter may be that all 6th graders must spend at least 30 minutes of time weekly on independent learning in each class while, all 12th graders need to spend at least one hour weekly on independent learning in each class.

Most, if not all, learning tasks will be tied into larger expeditions, which will culminate in a capstone or portfolio project. It is important to note that most independent work will lead to small group and/or whole class work.

PERSONALIZED LEARNING AND DIFFERENTIATED INSTRUCTION VIA TECHNOLOGY:

In order to both properly differentiate instruction for a heterogeneous student body and prepare students for work in the STEM fields, we will incorporate several types of differentiated instruction via blended learning. Best practices show that learning can be differentiated by process (learning style/multiple modalities, learning setting, interest and readiness) and product.²⁸ Here are the aspects of personalized learning that we will employ²⁹:

1. GOAL SETTING AND PROGRESS MONITORING:

In conjunction with teachers, curriculum maps and standards, and advisors, students will set goals for each course, often daily, before independent learning. For example, a part of many teaching rotations and homework for the 12th grade math example will include scholars identifying standards and objectives they are struggling with on their personal learning map, and then choosing the best avenue for learning that standard or objective via a teacher designed playlist. See Appendix 1.11 for an example of a playlist.

²⁸ Carol Ann Tomlinson is considered a foremost expert on Differentiated Instruction: <http://www.caroltomlinson.com/>

²⁹ Aspire Public School's Guide to Blended Learning:
http://learningaccelerator.org/media/3d90f736/Blended_Learning_Handbook_6713_Final.pdf

Students will be coached (by their advisor and teachers) on how to make the best decisions in order to excel and how to monitor their progress. EBIA will employ programs that help students determine what standards they have mastered and what standards they still need to work on. As students progress through the program and learn to thrive in this self-directed environment, building self-discipline, self-awareness, self-management, and metacognition, they will gain increasing opportunities to personalize their learning in later high school years.

2. BLENDED LEARNING: ROTATIONAL MODEL:

As the instructional model above shows, EBIA will mostly use a flexible, rotation model. Students will rotate through independent learning, small group work, and whole class work. Teachers will create differentiated “playlists” for students during independent learning time. These playlists, a methodology used by Summit Public Schools, will contain a combination of teacher created and curated content and proven, adaptive blended learning programs. Please see Appendix 1.11 for a sample playlist.

3. BLENDED LEARNING: SELF-BLEND:

In the later high school years (11th and 12th grade), students may take courses online through UC approved providers either during independent learning time or outside of school to pursue certain requirements, such as a foreign language not offered at the Charter School, or to take elective or additional courses, particularly those in the STEM fields.

4. FLIPPED CLASSROOM:

During independent learning time, students will read, write, or watch video lectures on their own, sometimes for homework, and then come to the teacher for guided practice, peer work, small group work or whole class activities. In this structure, students are able to receive assistance from the teacher while they are doing independent practice.

5. DIFFERENTIATED HOMEWORK:

Students will perform independent practice that is suitable to their needs, ability, and interest in order to reach mastery. Teachers will set this along with playlists.

6. GRADUAL RELEASE:

During personalized independent learning time, EBIA will use the method of gradual release (I do/we do/you do). During whole class or small group learning, teachers will guide

students in how to do independent work or practice during independent learning time. Furthermore, as students progress throughout the program, students will have more time to personalize their learning—in the later grades, students will gradually learn more independently, and have more choice in their learning. As explained by Douglas Fisher and Nancy Frey of San Diego State University³⁰, the gradual release of responsibility model “emphasizes instruction where advisors guide students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.”³¹

PROJECT BASED LEARNING:

EBIA’s curriculum will be inquiry-oriented in order to prepare students to be innovators in a 21st century economy, to provide deep understanding, and to allow students to apply and build on what they know. They will engage in long-term, “real-world,” collaborative, interdisciplinary learning experiences that will culminate in authentic products to be placed in digital portfolios, or standalone digital products such as apps.³² Our projects will be based on Kolb’s proven theory of Experiential Learning, and will also incorporate many principles of design thinking. Many independent learning and small group tasks will be incorporated into, or lead up to a larger project. These project-based learning experiences, or exhibitions, will be teacher designed, and based on best practices used at the Expeditionary Learning Schools and High Tech High. EBIA plans to provide extensive professional development on creating expeditions to all its teachers. Examples of sample projects can be found in Appendix 1.12.

SERVICE LEARNING:

In order to instill our core belief and value of giving back to the community and to ensure authentic, real world experiences, students will also engage in external service based projects in which they will both help contribute to and improve their community. These projects fall in line with our belief of “paying it forward,” and aim to help teach the core characteristic of kindness. Service learning projects will take place mostly in intersession. (Additional information on Intersessions can be found on Page 82)

³⁰ Gradual Release model is based on: Fisher, Douglas and Nancy Frey. *Better learning through structured teaching: a framework for the gradual release of responsibility*. ASCD, 2008.

³¹ Buehl, “Scaffolding,” Reading Room, 2005

³² The Buck Institute is considered an expert on Project Based Learning: <http://www.bie.org/>.

PERSONALIZED LEARNING AND ADVISORY:

In order to provide support and choice, every EBIA family will be paired with a school educator who will stay with the family throughout their years at the Charter School. We believe that a key component of our model is that “every student is known,” that students are most successful when they have at least one close, long-term personal relationship with an adult on campus who guides the student through all aspects of their schooling -- academically, socially, and emotionally. The advisor’s goal for their advisory group will be to a) make a deep, personal connection with the student and family, b) to be the main point of contact for the student and family throughout their time at EBIA, and c) to ensure that the student stays on the college ready trajectory. The advisory group meets for a significant period of time per week and conducts Personalized Learning Plan meetings two times per year with each family to map out personal academic, social-emotional, and career goals for each student. Students will refer to and view advisory as a team, or “crew,” synonymous with a team working together to all achieve their collective goal of being prepared for college and citizenship.

INTEGRATED CLASSROOMS AND A HETEROGENEOUS STUDENT BODY:

The Charter School will reflect the larger society that our students will someday join. Entering adult life without having meaningful interaction with others different from themselves leaves students unprepared for the world they will inherit. Strong public schools must be more than simply demographically diverse in the hallways: they must also be diverse in the classrooms. We believe the best way to learn is to live actively in an integrated learning community that brings together students with varied talents from varied neighborhoods. EBIA’s academic program is grounded in the belief that all students should have the opportunity and the preparation to go to and succeed at a four-year college. Every student completes a seven-year college preparatory academic program, regardless of his or her academic starting point. There is no remedial track. EBIA will offer additional support and challenges when appropriate through student grouping, blended learning and differentiation, after school support, extended semester courses, and offering summer school and additional academic acceleration classes to ensure that all students are college ready. We will maintain a common intellectual mission where students of all demographic groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to enroll in and complete college.

A FOCUS ON INNOVATION AND THE STEM FIELDS:

The goal of East Bay Innovation Academy is to prepare innovators for a future world in which we don’t know what jobs will exist. Jobs in the STEM fields are expected to grow by at least 17%

percent in the next five years.³³ Therefore, EBIA has built into its program several components that support innovation and preparation for the STEM fields.

1. REQUIRED DESIGN COURSE:

Every 6th grade and every 9th grade student will be required to take a semester long design class, based on the principles of design thinking. EBIA plans to partner with local organizations such as Galileo or IDEO to provide instruction or training on instruction to teachers. Other resources like the Henry Ford Institute Learning Institute's Foundations of Innovation shared through Stanford's Institute of Design K-12 Lab may also be leveraged to build EBIA's curriculum. Students will integrate design thinking into their larger projects, and in particular, the final product for these expeditions.

2. TECHNOLOGY EMBEDDED THROUGHOUT THE PROGRAM:

In order to meet our mission, technology is a key component of our model. We will have a 1:1 laptop ratio (the Charter School will provide laptops for students' use) to ensure that students have the technical skills to compete in today's economy and so that they are able to complete their assignments. EBIA will research and implement proven technology to provide adaptive instruction, practice, and assessment in a manner that is differentiated for each child. Teachers will provide playlists for independent learning and to help guide students in the larger expeditionary projects. We will also explicitly teach the skills, behaviors and routines needed to create an effective blended learning environment, including keyboarding if needed at the 6th or 9th grade level. Computers will also be used as a tool for research, communication, and production. In addition to facilitating 21st century teaching and learning, technology is also a key component of data driven instruction and will be used extensively in the goal setting-teach-assessment –data – re-teach/re-learn cycle. Please refer to Appendix 1.11 for a sample playlist.

3. "MAKER TIME":

In order to promote "free thinking" and innovation, there will be designated time after school throughout the school year for students to be "makers," or to essentially learn what interests them most. This time will also be based upon the principles of design thinking. However, this will simply not be "free play time" students must create something during

³³ <http://www.usnews.com/news/blogs/stem-education/2011/11/03/stem-jobs-outlook-strong-but-collaboration-needed-to-fill-jobs>

this time. As discussed by Daniel Pink in *Drive*,³⁴ people are much more motivated when they are given the time to be creative and to work on what interests them. Many successful companies such as Google and 3M also use this idea of “20% time.” Most importantly, students are able to practice key Common Core State Standards through differentiation and personalization, and will enjoy themselves!³⁵

4. CODING AS LITERACY:

In order to prepare students for careers in STEM fields, as well as practice EBIA’s Innovator Norm of perseverance and the SEL skill of self-management, all students will be required to take at least one course in middle school and 1-2 courses in high school on learning computer programming.³⁶

Possibly the most important of the non-academic skills is the ability to self-manage, which has been identified as such by prominent worldwide bodies including the APEC Education Network. In the SEL standards at EBIA, developing strong Self-Management skills is an important aspect of the program. Self-Management contains the following skill areas and mindsets:

- Ability to set and track goals
- Ability to establish priorities based on goals
- Ability to manage time based on priorities
- Ability to execute tasks with precision and accuracy
- Ability to persist
- Ability to complete tasks and projects
- Ability to commit to learning a difficult task over an extended period of time

Inherent in the learning of coding are the characteristics and innovator norms of persistence and iteration — you try, you test, you fail, you try again, until it works. Additionally, in order for students to be “literate” in the STEM fields, they must learn basic coding. In our expeditions and projects, students must be able to represent their ideas digitally or create a technology product. In order to show their knowledge and learning and to apply their concepts to real world projects, students must be able to code.

³⁴ Pink, D. *Drive: The Surprising Truth About What Motivates Us*, Penguin, 2011.

³⁵ <http://www.edudemic.com/2013/05/10-reasons-to-try-20-time-in-the-classroom/>

³⁶ Tough, 2012.

We believe that coding is a new key literacy. “Everybody should learn to code... because machine/human and machine/machine interaction is becoming as ubiquitous as human/human interaction. Those who don't know how to code soon will be in the same position as those who couldn't read or write 200 years ago.”³⁷ Coding also teaches students to think critically: “code literate kids stop accepting the applications and websites they use at face value, and begin to engage critically and purposefully with them instead.”³⁸ The coding requirement meshes with our core beliefs by teaching critical thinking and the characteristic of perseverance.

5. CREATION OF DIGITAL PRODUCTS:

As described above, as part of their projects/expeditions, students will either have to represent or publish their products digitally (online or in a digital portfolio) OR they will have to create an actual digital product (application, program, device, etc.). These digital products will be presented at exhibitions at the end of the year, and possibly at the end of the semester. In addition to presenting their products at exhibitions, students will create, edit, revise, and defend digital portfolios, which will contain a summary collection of several of their products. Students will present and defend their portfolios in front of a select group of faculty, community members (possibly including parents), peers and their advisor.

6. GRADUATION REQUIREMENTS BASED ON STEM FIELDS:

In addition to the design and coding classes, students will have math and science requirements that exceed A-G and the Common Core State Standards. We expect that all of our students will pass college level, advanced math and science courses.

A narrative description of the average daily experience of various EBIA students is included in Appendix 1.20.

DATA DRIVEN AND COMPETENCY BASED INSTRUCTION:

EBIA will be a leader in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders. Capitalizing on the leadership team’s deep ties and experiences in the Bay Area,

³⁷ Dan Rowinski: <http://readwrite.com/2012/05/17/computer-programming-for-all-a-new-standard-of-literacy>

³⁸ Douglas Rushkoff: <http://www.edutopia.org/blog/code-literacy-21st-century-requirement-douglas-rushkoff>

we will partner with various leading education technologies companies to provide world-class data to our stakeholders.

The EBIA Assessment approach will be discussed in the Assessment Section below. In general, the following five pronged approach to data- driven instruction will be taken at EBIA³⁹:

1. All courses will be **standards-based and backwards planned**: Teachers are required to complete a curriculum map for each course that outlines clear, standards-based outcomes and the assessments that will measure student progress toward those outcomes. These will be aligned with the **most current and rigorous college-ready standards** (currently believed to be Common Core, AP, and ACT standards). Curriculum Maps include a list of the course's themes and central questions, materials that will develop those themes, standards for content knowledge and skills that students are expected to master, and assessments that will measure levels of mastery.
2. All courses will be assessed on teacher created **common benchmark assessments**.
3. All benchmark assessments will have a **balanced approach to question and format-type** (multiple choice, open response, essay) that best prepares students for success in college.
4. All courses will use **formative assessment regularly** to measure student's learning of the daily objective, usually through technology so that data can be stored. EBIA will investigate and incorporate the best technology for formative assessment prior to the school's opening.
5. All educators will receive **significant professional development and coaching** on how to analyze daily, weekly, and interim assessment data in order to make personalized instruction plans for each student that both course-correct, and extend students in their areas of concern and growth.

The ultimate goal of data driven instruction is to teach students how to analyze their own data and make wise decisions about their learning.

³⁹ Data Driven instruction is a proven methodology to improve teaching and outcomes, especially for underperforming students. It is outlined in several books and articles, including: Boudett, K. *Data Wise: A Step-by-Step Guide to using assessment to improve Teaching and Learning*. Harvard Educational Publishing Group, 2005. And New Leaders for New Schools: <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>.

HIGH QUALITY PROFESSIONAL DEVELOPMENT:

In order for EBIA to be successful, its teachers must be innovative and well versed on new and best practices in education. EBIA faculty will have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession, as they will have that time to focus on developing as professionals. EBIA will coordinate Personalized Educator Plans (PEPs) for each teacher, and will support each teacher to grow into a world-class educator during these extra hours of support. Teachers will have a significant number of professional development days, at the start of the year, interspersed throughout the regular semester, and during intersessions. A percentage of these professional development days will be devoted to data driven instruction, but professional development will also be aligned with the instructional goals and vision of the Charter School as well as each teacher's professional education program. EBIA plans to use both external (such as High Tech High's teacher development courses) and internal experts to provide professional development. Ongoing professional development will include educational opportunities to reinforce the following:

- Teaching, executing, and reinforcing clear systems, procedures, routines, and the established norms at the Charter School and classroom levels to maintain a safe, orderly, academic- focused learning environment.
- Goal setting for the entire school, faculty members, and students.
- Community building amongst the staff in order to build a high trust workplace.
- Data analysis techniques to ensure faculty members are highly skilled in data analysis. (Please see Professional Development for Data Analysis section starting on Page 153.)
- Creating curriculum maps and expeditionary projects.
- Co-planning and collaborating—participating in Professional Learning Communities.
- Strategies to support special populations, such as special education students, EL students, or low-income students.
- Other needs as determined by data, classroom observations or PEPs.

A professional development plan overview can be found in Appendix 1.13.

PARENTS AS PARTNERS:

EBIA believes that the entire Charter School is collectively responsible for each student's success. Nowhere is this more relevant than parental involvement and engagement in their student's learning. EBIA plans to involve parents in the following ways:

- Parent orientation and handbook: Every new parent/guardian will attend an orientation to acquaint them with school norms, policies, and expectations. They will also be provided with a handbook to use as a resource and a guide.
- Family commitment agreement: During parent orientation, parents will sign a commitment ensuring that they will be partners in their students' success. This includes a commitment to following the parent handbook, homework completion, PLP goals, and on-time daily attendance (unless in case of illness).
- Personal Learning Plans: All parents will attend twice-yearly PLP meetings with their student and the student's advisor in order to create and follow up on academic, college and career and SEL goals.
- Home visits: At the option of the family or guardian, advisors will conduct home visits at the start of the year (or when a student first enrolls in the Charter School) to learn more about the family and to share information about the goals of the Charter School, and expected student experience at EBIA as outlined in the PLP.
- Regular communication with advisors: Advisors will be the first point of contact for parents at the Charter School. Parents will be able to inform advisors of any issues at home or with the student, ask questions, and be able to monitor progress.
- Student Information System (SIS): EBIA will implement a comprehensive student information system, so that parents have access to homework and assignments, course syllabi, homework and assignments, school events, and so they are able to track their student's progress in all courses. Community computers will be provided for parents without any access to the Internet or smartphones. Additionally, each student will have his or her own laptop, so s/he will be able to show parents grades and assignments.
- Standards-based report cards/progress tracking: In conjunction with our competency model, and our SIS system, parents will have access online to standards based report cards, so they can see exactly what content and skills students have mastered.

- Volunteer hours and engagement with the Charter School: Because of our belief that there are no passengers in the EBIA community, only crew; parents will be strongly encouraged to contribute a minimum number of volunteer hours to the Charter School. EBIA will provide a list of differentiated volunteer opportunities that will be flexible with parents' schedules.

AN EMPHASIS ON SKILL BUILDING:

In this day and age, EBIA recognizes that the skills students learn in school are just as important as the content. An essential component of the academic program is a research-based middle school curriculum that specifically addresses student academic skill development and is directly aligned to the high school program. This curriculum and a 6-12 continuum will be created prior to the school opening. The EBIA middle school program develops and builds the necessary skills for students in grades 6-8 to successfully prepare them for the transition to the high school, and recognizes that there is a continuum of skills that build on each other from 6th to 11th grade in order to prepare students for college. A seven-year scope and sequence builds skills in order for students to demonstrate proficiency in yearly grade exit standards. Additionally, in order for students to graduate, they must demonstrate a basic level of mastery in non-cognitive or social-emotional skills needed to be successful in college and the workforce. These include self-awareness, self-management, social awareness, collaboration, relationship skills, and responsible decision-making. These skills will be infused throughout the curriculum and in all subjects, with an emphasis on teaching these skills during Advisory. Please see Appendix 1.16 for the SEL Rubric that will be used to measure growth on these skills.

INSTRUCTIONAL MODEL MATRIX

In keeping with our key features, we have outlined the instructional model for classrooms in the table below in Figure 7:

Figure 7 - Instructional Model Matrix

Type of Instruction	Setting	Led by	Feels like...	Samples of the Types of Tasks	Other attributes
Independent Learning	Individual on computer	Student led. Content is "curated" by teacher, teacher or aide would facilitate.	College Library or homework.	<ul style="list-style-type: none"> • Lecture/ PowerPoint • Independent assessments • Reading/SSR • Writing • Film clips/photos • Independent practice problems • Preparing for small group, lab or seminar work • Independent work on a portfolio entry or project • Talking with an expert or language buddy via Skype • Re-learning based on data cycle 	<ul style="list-style-type: none"> • Adaptive • Differentiated • Likely single discipline • Personalized and optimized: students work towards their own mastery of content
Small Group	Pairs, groups of 4-5	Student or teacher led. Tutor or teacher facilitates, monitors, or works with small groups of students.	Study Groups or project groups	<ul style="list-style-type: none"> • group work • labs • pair work • project based learning • guided reading/reading circles • one-on-one teacher conferences • re-teaching based on information from a data cycle 	<ul style="list-style-type: none"> • Can be differentiated • Can be inter or multi-disciplinary
Whole Group	Group of 10-25	Teacher facilitated.	Seminars, "section," or labs	<ul style="list-style-type: none"> • Socratic seminars • Whole class discussions • Direct instruction/re-teaching • debates • presentations • labs • simulations 	<ul style="list-style-type: none"> • Can be differentiated • Can be inter or multi-disciplinary

STRUCTURES TO SUPPORT LEARNING

As it is our belief that all students can learn and be 21st century leaders, and it is our responsibility to ensure that they do, significant support is offered to enable students to achieve mastery of standards. Furthermore, we realize that with a heterogeneous student body, students will be at varying levels of readiness. With this in mind, we have designed several support structures to help all our students achieve at a high level. Incoming 6th graders and 9th graders attend summer school in math and literacy to achieve grade-level mastery. Once the school year starts, students who require additional academic acceleration and skill building will participate in English and math remedial courses during intersession. After-school study halls and/or office hours are required for students who fail to complete assignments or meet standards. This after school time also gives students one-on-one access to teachers.

SCHOOL SIZE:

The small size of EBIA's classes, as well its advisory system, creates school communities where each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.⁴⁰ The Charter School's maximum size will be approximately 770 students (110 per grade – see Figure 5 on Page 49.)

SMALL CLASS SIZES AND SMALLER STUDENT GROUPINGS:

In our model, students will often be in small groups of 2-5 with a tutor or the teacher, working one-on-one with a tutor or a teacher, or in a whole class meeting of 10-30 students. In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. The Charter School's goal, budget permitting, is roughly a 25:1 student: teacher ratio in grades six through twelve. Also, each student will have the opportunity to participate in some classes in which the student: teacher ratio is as low as 15:1 (e.g., elective classes, advisory, and support classes).

LONGER SCHOOL DAY AND LONGER SCHOOL YEAR:

Students learn more when they are given more time to learn each day. With more time, teachers can delve into topics more deeply and cover more topics. The school day will run from 8:00AM – 5:00PM; approximately eight-and-a-half hours – or about two more hours of

⁴⁰ <http://nepc.colorado.edu/files/Chapter03-Howley-Final.pdf>

instruction each day than students in many traditional public schools. A longer school day will allow the Charter School to give more individualized support and personalized learning to students, both academically and socially/emotionally. Each teacher will hold office hours at least once a week, and will provide afterschool homework help and tutoring.

The Charter School will provide a proposed 185 regular days of instruction during the regular school year, five days more than traditional public schools. In addition, the Charter School will provide a summer orientation program for incoming students in both 6th and 9th grade in order to acculturate students to the program as well as to provide academic acceleration for all students. Please see Appendix 1.6 for a Proposed School Calendar and Appendixes 1.7 and 1.8 for Sample Bell Schedules.

BLOCK SCHEDULING:

The daily schedule, particularly in the earlier grades, will be organized as appropriate around interdisciplinary blocks of 105-120 minutes. With this schedule, students will delve more deeply into subjects during these extended periods of time, and students will have more opportunity for additional support from their teachers. The block schedule also allows EBIA the flexibility and maneuverability to incorporate the three core types of instruction—independent learning, small group work, and whole group work, all of which include blended and differentiated learning. Teachers and tutors will be able to move students easily from independent learning, small group work, tutoring, or re-teaching sessions, to whole group work. It also allows for interdisciplinary work, as math and science and humanities are blocked together. In an ideal facility setting, there will be collapsible walls between classrooms, so teachers will have the flexibility to teach in small groups, whole groups or individually at computers. Nearly all of the team teaching advantages can be obtained, however, with traditional classrooms by having groups of students transition between adjacent classrooms as part of their rotations.

Block scheduling provides the following advantages:

- **Lesson Planning and collaboration** – teachers will have, on average, 4 hours of common planning time with their teaching team per week. When two teachers plan together, they have the ability to allow teachers to write sections of the lesson plans that fit their strengths.
- **Flexible groupings** – teachers can choose to group students into groups of different sizes or different readiness levels to best address needs in the classroom.

- **Teacher coaching, observation, and feedback** – Teachers can observe each other in blocks. Both teachers then provide feedback to each other on their observations. This is an incredibly powerful professional development opportunity for teachers. Please see Appendix 1.9 for a Sample Teacher Schedule which outlines collaborative time.

INTERSESSION:

Students at EBIA will participate in six to eight weeks of in-depth elective courses and/or internships that are run in collaboration with community organizations and local businesses. Students have the opportunity to explore an area of passion and gain real world experience, often with professionals from the field. Often, these intersessions will be connected to a larger project or expedition. In addition, students who are struggling academically can use these intersession periods to receive focused academic acceleration assistance in order to continue on a positive, college-ready trajectory. (See Page 94 for a more in depth description of student intersession.)

Intersession will provide the following specific academic supports:

1. **Extended semester:** All teachers will be required to teach an additional ~2 hours per week in the afternoons (after professional development time and intersession courses are over) for their course. This is to give struggling students extra time to reach mastery for skills and content for that course.
2. **Academic Acceleration courses:** Students who are not demonstrating basic skills in English and Math will be placed in a half-day academic acceleration course during intersession. As students enter EBIA at different levels, these courses are designed to support students' regular coursework in all subjects, but especially in English and Math.
3. **Academic Make-Up Course:** in collaboration with their advisor and their families, students who are falling behind in their coursework and mastery of the skills and standards for several courses may elect to take an academic make-up course as their intersession class. Advisors will ensure that they will still be able to be on track for all their graduation requirements.

MORNING MEETING:

Each morning, the entire Charter School will gather as a community. One of the most powerful drivers of culture and academics in many high-performing schools is the daily all-school meeting. EBIA use the Morning Meeting to create a positive, focused mindset for all community members. The meetings will be based on the meeting structure used at the Denver School of

Science and Technology as well as the Expeditionary Learning Schools. The meetings are intended to be fun, positive, and to reinforce EBIA's values and cultural norms. Morning Meetings will set the tone for greatness each day with our students and in most cases, will be student led. Parents and community members are invited to attend, and participate when appropriate. Below is a list of typical events that occur at Morning Meetings:

- Celebrations of community and individual accomplishments (including failures)
- Public apologies and ownership of mistakes by faculty and students
- Stories and examples of Innovator Norms in action
- Shout-outs and appreciations of fellow community members
- Student lead community building activities

The Morning Meeting will last for 12-15 minutes and will include highly structured routines for how to celebrate, shout-out, apologize, listen, and generally show high levels of kindness for all community members. Student led activities will obtain prior approval from faculty members and can be used as evidence of learning for projects or social emotional learning goals.

PERSONALIZED LEARNING PLANS:

The personalized learning plan is the document at the heart of the EBIA advisory program. The PLP document is the product of a goal setting process that each EBIA student is coached through by his/her advisor. Each fall the advisor, student, and student's parents meet for about 1-2 hours to develop the document. The PLP document starts with the end in mind: students and their family start in 6th grade by discussing and setting goals for what type of life they envision for themselves. What type of job? Where are they going to live? What qualities will they be known for? How will they give back to the world? How will they support their community? From these questions, possible colleges are chosen, and then goals are set that need to be met in order to attend those colleges. Goals are then backwards planned to "what does your weekly schedule in 6th grade need to look like in order to obtain this kind of life?" The PLP also pushes the student and family to set goals around social emotional learning, character strength development, healthy living, and family relationships. The PLP document becomes a living document that is constantly re-visited by students, advisors, faculty, and family.

The best example of the PLP being used successfully will be when it hangs on the student's refrigerator at home, evoking constant discussion and evaluation within the family. The effect over time for both families and scholars is significant: EBIA students will become strong goal

setters, and will deepen their relationships with their families and their advisor as they use the PLP to help guide them towards goals that they find inspiring and meaningful. The PLP is also used as an extension of the 504 and IEP process. EBIA's PLP and Advisory programs are modeled after the highly successful Summit Prep program. In a 2012 survey of students at Summit Prep, 94% answered 'Strongly Agree' to the question "the mentor program at Summit Prep was important to my growth as a scholar and a person" – the highest positive answer on the annual survey. Please see Appendixes 1.14 and 1.15 for sample PLP documents and Figure 20 - Tiered-Service Model for At Risk Intervention on Page 112, for student support structures.

SOCIAL AND EMOTIONAL LEARNING (SEL):

EBIA recognizes that the developments of student's social and emotional skills are as important to their future success and happiness as their academic skills. EBIA graduates will need both sets of skills to be able to truly thrive. As such, SEL skills will be woven into almost every aspect of life at EBIA. EBIA will approach the development of social-emotional skills, using both student- centered and environment-focused approaches, in the following ways:

1. ADVISORY:

Advisory curriculum taught by advisors each week will integrate SEL standards. For example, students may learn organization habits (using a planner/calendar, helping others become organized) as a form of self-management OR, students may role-play difficult conversations and communication skills as a form of working on self-awareness or social awareness. Health and Wellness curriculum is integrated as way of teaching Responsible Decision Making. A heavy emphasis of the Advisory curriculum in regard to SEL learning will be faculty modeling and on using culturally relevant role models as inspiration for living with high SEL. Advisory meets four times per week for 15 minutes and for 90 minutes once a week. There will also be additional advisory time during orientation at the start of the year. Please see Appendix 1.7 and 1.8 for Sample Bell Schedules.

The Advisory curriculum is broken into five main areas, with each grade level spending a different percentage on each, based upon what is developmentally appropriate and of the highest academic priority. Health and Wellness is taught in each grade level, with more extended learning occurring in 6th, 8th, and 10th grade, in line with the California State Standards for SEL.

The five main areas of Advisory are:

- Academic Literacy: Students learn study skills such as note taking, organizational skills, and planning. This also covers Self-Management and Self-Awareness in the SEL standards.
- Professional Skills: Students learn skills such as shaking hands, writing a proper email, writing resumes, etc., that will help them succeed in the work force and build “social capital.” This area will also cover a significant amount of financial literacy, including budgeting, saving, and credit and debt. This strand covers Self-Awareness, Relationship skills, Responsible Decision Making, and Social Awareness in the SEL standards.
- Future Planning: Students are prepared for the college application process, and do career planning. This covers Responsible Decision Making in the SEL standards.
- Health and Wellness: Students learn how to make healthy choices around nutrition, exercise, sex, drugs, and their physical and mental health. This covers Responsible Decision Making, Self-Management, Social Awareness, Relationship Skills, and Self-Awareness in the SEL standards.
- Community Building: As part of learning to work with others who are different from themselves, students will learn about each other and form deep relationships in their advisory group. The advisory group is seen as the “crew” or the “family at school.”

The table below provides a sample outline of the advisory curriculum by grade level.

Figure 8 - Sample of Advisory Curriculum by Grade

	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Health & Wellness	50%	10%	50%	10%	50%	10%	10%
Academic Literacy	25%	40%	10%	40%	10%	10%	0%
Professional Skills	5%	25%	15%	10%	10%	10%	10%
College and Career	5%	5%	5%	10%	10%	60%	70%
Community Building	25%	20%	20%	30%	20%	10%	10%

Advisory will be assessed using the SEL rubric, which includes the EBIA's Innovator Norms. Please see Appendix 1.16 for EBIA's draft SEL rubric.

2. PERSONALIZED LEARNING PLANS

All PLPs will integrate goal setting, a plan, and resources for students to reach yearly SEL goals based on the rubric. Over the course of the year, goals will be reviewed with students and parents to ensure they are on track.

3. INTEGRATION INTO CORE CURRICULUM AND EXPEDITIONS

Teachers will integrate SEL objectives into their curriculum maps and integrate SEL skills into each expedition, including both tasks during the project and for the final product. As an example, in order to develop perseverance, a student may write multiple drafts of a persuasive essay as evidence of growth on this SEL standard. Or, students must practice social awareness during Socratic seminars on controversial topics in history class. In order to show mastery on an expeditionary project, students must show evidence of growth on an SEL category, and they will demonstrate or defend this during either their portfolio defense or their expedition presentation. Please see Appendix 1.12 for sample expeditions.

4. INTEGRATION INTO INTERSESSION

EBIA also sees intercession opportunities, in particular the “real world experience” intercessions such as service learning projects and internships, as a way to grow character and SEL skills. For example, a student would embark on a service-learning project and then show evidence in their growth of kindness, social awareness and relationship skills.

5. CELEBRATION OF CHARACTER DEVELOPMENT

The EBIA community will value growth and achievement in SEL and character development equally along with academic growth and achievement. This placement of high status on being kind and of high personal character will be reflected in all celebrations and student awards, and throughout the general culture of the community.

TEACHING STRATEGIES

EBIA’s strategies are centered on researched based best practices, as well as new innovations in education. All instructional strategies will also fall into one or more of our three categories of instruction: independent learning, small group instruction and whole class instruction. Teachers will employ a balanced approach that is appropriate to both the developmental and mastery level of students as well as what is appropriate for the discipline. As such, we will employ the following strategies detailed below:

BALANCED PEDAGOGY:

In order to build both content knowledge and 21st century skills, EBIA recognizes the delicate balance between direct instruction and independent learning, which helps students quickly build skills, and inquiry-based instruction, which helps students gain a deeper understanding of concepts as well as SEL. Our approach assists students as they learn in the manner that works best for them.

DIFFERENTIATED INSTRUCTION AND FLEXIBLE ABILITY GROUPING:

As discussed in the key elements of our instructional model above, differentiated instruction will be a key component of our instructional program. We will integrate aspects of Carol Ann Tomlinson’s practices as well as Wiggins and McTighe’s *Understanding by Design*. Most differentiated instruction will occur as part of our blended learning rotational model, and will occur in independent learning time as well as small group learning. Our model allows us to differentiate by readiness levels, learning setting, learning style and interest, as well as product

and process. All expeditions will be differentiated by product and, oftentimes, by process. (Our instructional plan is detailed above in Figure 7 on Page 79.)

DIRECT INSTRUCTION:

Direct instruction is defined as the teacher presenting the lesson and students demonstrating their new skills or knowledge individually or chorally.⁴¹ It is also an important strategy for ensuring that new vocabulary and curriculum content is learned. In the EBIA model, some direct instruction is being replaced by adaptive tools and teacher playlists during independent learning. However, a team may also employ direct instruction during small group time, especially in order to reteach a concept or skill or to provide additional support in order for students to reach mastery. Direct Instruction is also an important tool for teaching students the skills, methods and strategies they will need to successfully complete independent work or small group work. For example, in the earlier grades, teachers will need to explicitly teach proper norms, expectations and behavior around computer use, as well as how to take notes from an online PowerPoint lecture.

GUIDED AND INDEPENDENT PRACTICE, "INDEPENDENT LEARNING"

Students will be given multiple structured opportunities to practice newly and previously learned skills and knowledge, either in independent learning or in small groups. Practice increases students' retention of the newly learned material, and is also key to the SEL skills of self-management and self-awareness.⁴² Independent practice may also be differentiated and adaptive to support students in the areas where they most need additional practice.⁴³

GROUP WORK:

Teachers will work with small groups, pre-teaching or re-teaching specific standards. Groups will shift continually, depending on students' level or interest; this creates opportunities to directly address the individual skill levels of mastery for our diverse student population. This will mostly be employed during small group time, and is critical to our model in terms of teaching innovation and design work. In addition to using small group time to support students and group students by interest, teachers will employ complex instruction.

⁴¹ Association for Direct Instruction: <http://www.adihome.org/adi-publications>

⁴² [http://portal.ou.nl/documents/89037/89380/Garrison+%26%20Anderson+\(2003\).pdf](http://portal.ou.nl/documents/89037/89380/Garrison+%26%20Anderson+(2003).pdf)

⁴³ Independent Practice is the last part of Fisher and Fray's Gradual Release Model.

COMPLEX INSTRUCTION is a specific form of group-work that evolved from over 20 years of research at the Stanford School of Education.⁴⁴ The goal of this instruction is to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies, including the treatment of status problems to equalize group interactions. Generally there are four students in each group. In most cases the students are in mixed ability (or mixed preparation level groups). Tasks are designed so that all students in the group will have multiple access points into the curriculum. Group members are also assigned specific roles within the group (i.e., facilitator, recorder, materials manager, and timekeeper). All students are responsible for an individual summative assignment or product at the end of the task to demonstrate their own learning from the experience. The advantages to students with Complex Instruction and group-work in general, are in learning how to work well in teams, communicating ideas to others, and helping others understand ideas, and better understanding complex processes and ideas by listening to, and working with students who approach tasks in ways different than their own.

INQUIRY, PROBLEM-SOLVING, AND DESIGN THINKING

Students will be presented with a problem or question, around which they formulate and test theories to work towards a solution. Hands-on activities will encourage student-to-student interaction. This will also incorporate “leveled questioning” and tasks, guided by Bloom’s Taxonomy, to determine students’ depth of understanding and mastery.⁴⁵

TAXONOMY OF EFFECTIVE TEACHING PRACTICES

Drawing from highly successful practices at many high performing charter schools, including the Uncommon Schools, teachers will employ several strategies⁴⁶ from the Taxonomy of Effective Teaching Practices during Direct Instruction, Whole Class Time, Small Group instruction, and sometimes during independent learning [Figure 9]. Teachers will receive training during intersession and faculty planning times on these practices, and receive feedback on their practice of these methods during observations.

⁴⁴ <http://cgi.stanford.edu/group/pci/cgi-bin/site.cgi> and Cohen, E. *Designing Groupwork* Teacher’s College: 1994.

⁴⁵ Costa, A. *The School as a Home for the Mind*. Corwin, 2007.

⁴⁶ Lemov, D. *Teach Like a Champion*. Jossey-Bass, 2010.

Figure 9 - Taxonomy of Effective Teaching Practices

Technique	Type	Description
Sweat the Details	Behavioral	Approach that encourages teachers to enforce 100% compliance of every expectation, including aspects that may seem minor.
100%	Behavioral	Method in which a teacher demands everyone's full participation to complete a task or activity associated with learning, using the least invasive form of intervention, relying on firm, calm finesse and making compliance visible.
Positive Framing	Behavioral	Method of making corrections consistently and positively that includes narrating the behaviors you expect to see and expectations you want students to meet.
Cold Call	Academic	Practice of calling on students regardless of whether they have raised their hands in order to make engaged participation the expectation.
Stretch It	Academic	Technique in which a teacher challenges and strengthens a student's understanding of a concept by asking them to explain how they arrived at an answer or asking them to answer a harder question that builds off that same concept or standard.
Right is Right	Academic	Teaching standard in which the teacher refuses to accept partial answers or 'close' answers that may not be technically correct. Instead the teacher continues to engage the class/student until the absolute correct answer is given.
No Opt Out	Behavioral	Process in which a student who answers incorrectly or struggles is not able to give up on the learning process. Instead the teacher will call on their fellow classmates to assist them and then will ask the same question or a similar question for the student to answer correctly.
Warm/Strict	Behavioral	Strategy that combines a caring tone with a 'no exceptions' standard of expectations. Often used by teachers to build culture and set the tone inside their classrooms.
Precise Praise	Behavioral and Academic	Technique used by teachers to reward students with praise using very specific examples that are meaningful and genuine.

PROJECT-BASED INSTRUCTION AND LEARNING

Students are given the opportunity to apply learning to complex problems; students are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end digital products.

APPRENTICESHIP

During intersession students will spend part of their time working in the community for local organizations during internships, applying their learning to work alongside professionals.

DISTANCE LEARNING

Students may elect to take some specialized UC approved coursework on-line either during independent learning time or outside of school, through colleges and universities.

COURSE SEQUENCE AND GRADUATION REQUIREMENTS

The following table [Figure 10] maps EBIA's Middle School and High School requirements to UC A-G and CCSS requirements.

Figure 10 – A-G and CCSS Requirements Mapped to EBIA Requirements

Subject	UC A-G Requirements (HS only)	CCSS Requirements	EBIA Middle School requirements	EBIA High School requirements	AP or college courses
English	4 years	4 years	3 years of Humanities	4 years/8 semesters	AP English Language
Math	3 years or completion of Algebra II	Completion of statistics	3 years of math /completion of Algebra I and Geometry	4 years/8 semesters	At least one course
Social Science	2 years, including one year of World History and one year of US History	n/a	3 years of Humanities	3.5 years/7 semesters of history	At least one course
Science	2 years of lab science, must include at least two of the three disciplines of biology, physics or chemistry	n/a	3 years	4 years/8 semesters including biology, chemistry and physics	At least one course
Language	2 years of the same language	n/a	2 years	3 years/6 semesters of the same language	n/a
Art	1 year	n/a	1 year	1 year	n/a
Physical Education (including Wellness education)	1 year	n/a	3 years	Afterschool sports team, or other meaningful outside of school sports participation.	n/a
Service Learning	n/a	n/a	40 hours (or one project)	80 hours (or two projects)	n/a
Advisory (including wellness education)	n/a	n/a	3 years	4 years	n/a
Coding Course	n/a	n/a	One semester	At least one semester	n/a
Design Class	n/a	n/a	6 th grade Intro course (one quarter) May be matched with keyboarding or basic computer course.	1 semester (9 th grade)	n/a

GRADUATION REQUIREMENTS:

The following table [Figure 11] summarizes EBIA's graduation requirements.

Figure 11 – EBIA Graduation Requirements

Criteria	Requirement
Coursework	Completion of all courses as listed above.
Intersession	Completion of at least two intersession courses per year. Intersession courses will include art requirement for A-G, as well as internships, service learning, college applications and senior projects.
GPA	Completion of all courses with a passing grade of a C or higher, overall GPA of a C or higher
Social Emotional Learning	High School level or above on all components of SEL rubric
Standardized Tests	Completion of SAT or ACT to UC/CSU eligibility standards. Completion of at least three AP exams (or college courses with a passing grade).
College Applications	Complete a college readiness course, a college plan, and at least 4 applications to 4-year colleges. Acceptance to at least one 4-year university.
Internship	Completion of at least 2 internships
Senior Project	Completion of a senior project

SAMPLE COURSE SEQUENCE:

The following table [Figure 12] provides an example of a student's typical course sequence while attending EBIA.

Figure 12 - Sample EBIA Course Sequence

Subject	6 th	7 th	8 th	9 th	10 th	11 th	12 th
English	English 6 th	English 7 th	English 8 th	English 9 th	English 10 th	AP English Language	AP English Literature (or college prep English Literature)
Math	Functions and Arithmetic and Pre-Algebra	Algebra I	Geometry	Algebra II	Trig and Statistics	Pre-Calculus	AP Statistics or AP Calculus
Social Science	Humanities: World History and Geography	Humanities: World History and Geography	US History	World History (1 semester)	World History (AP or college prep)	US History (AP or college prep)	Government (AP or college prep, Economics (AP or college prep)
Science	Earth Science	Life Science	Physical Science	Physics	Biology	Chemistry AP or college prep	AP Science (Environmental Science, Physics, Biology)
Language*	n/a	Appropriate level	Appropriate level	Appropriate level	Appropriate level (including AP)	Appropriate level (including AP)	Appropriate level (including AP)

*EBIA will offer Spanish language classes. However, students may independently take other languages online or at local community colleges to fulfill their language requirements.

STUDENT INTERSESSION:

Students will use intersession to fulfill their electives, service learning, college portfolio, senior project, A-G Art, and internship requirements. Intersession will also be used as an academic acceleration tool, to help support struggling students. EBIA will partner with local organizations

and corporations to find providers of courses for students prior to Year 1 and on an on-going basis.

There will be several types of intersession courses:

1. Required courses for graduation: courses that allow students to fulfill their graduation requirements such as an art class or college readiness course.
2. Electives: these are courses that allow students to pursue an interest such as an additional art class, martial arts, or a course in robotics.
3. Academic Acceleration: throughout the semester, and particularly after a benchmark assessment, teachers will identify students that need additional support in the key areas of literacy and math. Students will be placed in half-day courses to support their learning.
4. Real World Skills: these are courses (some of which are required for graduation) that engage students in real world experiences such as travel, internships, wilderness expeditions, and service projects or volunteering.

A sample intersession progression is shown in the figure directly below [Figure 13], but will ultimately be defined by our students, board, and faculty, as part of the design work students complete and the interests and passions they express:

Figure 13 - Sample Intersession Sequence

Grade Level	6 th	7 th	8 th	9 th	10 th	11 th	12 th
AM intersession course	English Academic Acceleration	English Academic Acceleration	Outward Bound – Tahoe Truckee Land Trust	Musical Theatre	Service Learning (local or international location)	College Readiness	Career Launch Internship
PM intersession course	Multimedia Design – Pixar Resource Led	Service Learning – Health Technology Focus	Oakland Museum of CA Exhibit Design	Musical Theatre	Math Remediation	Start-Up Entrepreneurship Intern	Service Learning Senior Project

EDUCATOR INTERSESSION:

During intersession, teachers will engage in professional development, with providers coming either from within the EBIA ranks or from outside experts. Teachers will also spend significant time collaborating on curriculum and co-planning their courses. Finally, as intersession will occur after a data cycle, dedicated time will be spent analyzing student work and student data in order to properly plan and re-teach skills. Time will also be given for teachers to help with student academic acceleration, and to help students meet mastery of the core knowledge and skills for each of their courses. The section below outlines our data cycle in detail.

CURRICULUM STANDARDS AND MATERIALS

EBIA will use a combination of proven curriculum and elements developed in-house to build proficient skills, higher-order thinking skills, and life-skills. The curriculum will be deeply rooted in the CCSS, AP, and California State Standards, and is intended to be simultaneously rigorous and relevant to students. The curriculum is planned on a 6-12 continuum, and includes language arts, mathematics, science, social science, and Spanish. See table below [Figure 14]. EBIA plans to apply for UC course approval for all courses required by the A-G, and to participate in the AP Audit.

Figure 14 - Curriculum Standards Matrix

Subject	Middle School	9 th /10 th	11 th /12 th
English	CCSS CA State Standards *	CCSS CA State Standards* Explore ACT Plan ACT	AP English Literature AP English Language MYP IB ACT
Math	CCSS CA State Standards * MYP IB	CCSS CA State Standards * Explore ACT Plan ACT MYP IB	CCSS CA State Standards* AP Statistics AP Calculus MYP IB ACT

Social Science	CC Literacy CA State Standards MYP IB	CC Literacy CA State Standards AP World History Explore ACT Plan ACT Pre-IB	CC Literacy CA State Standards AP US History AP Government AP Microeconomics JumpStart Finance
Science	CC Literacy Next Gen SS CA State Standards	CC Literacy CA State Standards Next Gen SS Explore ACT Plan ACT	CC Literacy CA State Standards Next Gen SS AP Environmental Science AP Physics AP Biology AP Chemistry ACT
Foreign Language	CC Literacy CA State Standards	CC Literacy CA State Standards	CC Literacy CA State Standards AP (specific to language)
Health and PE	CA State Standards National Standards	CA State Standards National Standards	CA State Standards National Standards
The Arts	National Standards	National Standards	National Standards
Social Emotional Skills	Kansas SECD Illinois State Standards Character Education Quality Standards	Kansas SECD Illinois State Standards Character Education Quality Standards	Kansas SECD Illinois State Standards Character Education Quality Standards

Service Learning	K-12 Standards for Service Learning CA State Standards	K-12 Standards for Service Learning CA State Standards	K-12 Standards for Service Learning CA State Standards
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* CCSS will replace CA State Standards for English and Math along with coinciding assessments.

EBIA will choose core curriculum materials that combine traditional classroom curriculum with online and adaptive learning programs. Additionally, individual classroom educators are encouraged to use their flexibility and professional discretion to supplement any chosen materials with a variety of texts and materials, depending on the needs of their students. Figure 15 below outlines our curricular materials.

LANGUAGE ARTS:

To help students develop strong literacy skills, EBIA uses a comprehensive language arts curriculum based on meeting students' personal reading and writing needs through individual and small group instruction using a variety of texts. EBIA may consider separating out reading and writing within the English courses in order to teach key literacy skills.

MATHEMATICS:

The Charter School will use a combination of proven adaptive learning curriculum that incorporates frequent assessments, as well as traditional learning.

SCIENCE:

As a STEM focused school, EBIA will employ the most innovative yet proven science curriculum and methods. The units emphasize investigation using the scientific method (generating hypotheses and designing experiments to test the hypotheses), and focus on application of the scientific method to everyday life.

SOCIAL STUDIES:

The social science program is designed to help students make sense of their everyday life in the midst of complex social, economic and political forces. The curriculum helps students become historically literate (including culture, geography, politics, economics, and ethics) and active, informed citizens (including U.S. policy and effective research techniques). Students will learn key historical skills such as identifying cause and effect, historical empathy, multiple perspectives, how change happens, and connecting the present with the past. It is also

designed to help teach core literacy skills such as writing expository essays, analyzing non-fiction texts, and making presentations.

VISUAL AND PERFORMING ARTS:

Appreciation and participation in the arts are essential to each student's development. To inspire students, to help ideas come to life, and to ensure cultural literacy, the arts may be integrated into larger expeditions in each class, in addition to being offered as separate classes during intersession. Additional opportunities to develop individual interests and performance opportunities may also be provided through intersession and personalized learning plans via connections within the community.

PHYSICAL EDUCATION:

Students will be expected to develop their physical abilities and fitness, and EBIA plans to offer opportunities to participate in league and club sports (both boys and girls), possibly in collaboration with other charter schools. In the middle school, we will have a dedicated PE class. Dependent on budget availability, physical education may also be offered as a separate class in high school, offered as a before- or after-school enrichment activity, or a personal trainer may be brought in to work with students on their goals. All students will have fitness goals in their personalized learning plans. EBIA will administer the mandated physical fitness tests.

TECHNOLOGY:

Students will be expected to develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life. As stated above, the Charter School will also integrate technology skill development in core academic classes and as part of exhibitions, and we will also require all students to take a coding class in 6th and 9th grade.

HEALTH INSTRUCTION:

Health is primarily addressed through advisory units and will be integrated into the SEL skills rubric. EBIA recognizes that an education is not comprehensive, and students cannot be successful, unless they are making healthy and responsible choices. The Charter School may also partner with an external agency or outside organizations, such as Peer Health Exchange, to provide health education.

SOCIAL AND EMOTIONAL SKILLS:

To be 21st century leaders, students need to be able to work effectively together, listen to each other, make responsible decisions, have self and social awareness, and lead respectfully. EBIA will incorporate these “life skills” throughout the curriculum, and explicitly teach them as part of the Advisory program. We will use the new Six Seconds SES curriculum to guide instruction. Teachers will both model good behavior and explicitly guide students in learning how to cooperate and collaborate.

ACADEMIC LITERACY:

Students will be expected to learn how to be effective learners, including accessing information, self-evaluation, taking notes, conducting research, taking tests, participating in class discussions, and evaluating what they know and need to learn. These skills will be explicitly taught as part of the Advisory program.

CURRICULUM RESOURCES BY SUBJECT AND GRADE

The following table summarizes our high level curriculum resources by subject and grade. The books shown are for illustrative purposes only – teachers may modify these booklists according to the curriculum they design, in alignment with California State Standards and Common Core State Standards.

Figure 15 - Curriculum Resources by Subject and Grade

	English	Social Studies	Math	Science
6th Grade	<p>Sample Books: Seedfolks; Odyssey; Book of Greek Mythology; House on Mango Street; Julius Caesar;</p> <p>WriteSource</p> <p>AP SpringBoard</p> <p>Literature and Language Arts (Holt, Rinehart and Winston)</p> <p>Poetry Achieve 3000 / Compass Learning</p> <p>Fountas and Pinnel Leveled Reading Accelerated Reader Program</p>	<p>Core Knowledge Sequence</p> <p>Teachers Curriculum Institute (TCI): Ancient World</p> <p>Primary documents</p>	<p>KIPP National Math Curriculum</p> <p>Singapore Math</p> <p>i-ready</p> <p>Achieve 3000/Compass Learning/Kahn Academy/ST Math</p>	<p>FOSS Science</p> <p>Holt CA Science: Earth, Life and Physical Science (Holt, Rinehart, and Winston)</p> <p>E Science 3000</p>
7th Grade	<p>Sample Books: The Giver; The Canterbury Tales; Literature Circle selections on Medieval Times;</p> <p>WriteSource</p> <p>Literature and Language Arts (Holt, Rinehart and Winston)</p> <p>AP SpringBoard</p> <p>Poetry Achieve 3000 / Compass Learning</p> <p>Fountas and Pinnel Leveled Reading Accelerated Reader Program</p>	<p>Core Knowledge Sequence</p> <p>TCI: The Medieval World</p> <p>Primary documents</p>	<p>KIPP National Math Curriculum</p> <p>Singapore Math</p> <p>i-ready</p> <p>Achieve 3000/Compass Learning/Kahn Academy/ST Math</p>	<p>FOSS Science</p> <p>Holt CA Science: Earth, Life and Physical Science (Holt, Rinehart, and Winston)</p> <p>E Science 3000</p>

<p>8th Grade</p>	<p>Sample Books: Gathering Blue; My Brother Sam is Dead; Famous American Poems; Roll of Thunder, Hear Me Cry</p> <p>WriteSource</p> <p>Literature and Language Arts (Holt, Rinehart and Winston)</p> <p>AP SpringBoard</p> <p>Poetry Achieve 3000 / Compass Learning</p> <p>Fountas and Pinnel Leveled Reading Accelerated Reader Program</p>	<p>Core Knowledge Sequence</p> <p>TCI: The United States Through Industrialism, Manifest Destiny</p> <p>Famous American Speeches; primary documents</p>	<p>KIPP National Math Curriculum</p> <p>Singapore Math</p> <p>i-ready</p> <p>Achieve 3000/Compass Learning/Kahn Academy/ST Math</p> <p>ACT Explore: Grockit</p>	<p>FOSS Science</p> <p>Holt CA Science: Earth, Life and Physical Science (Holt, Rinehart, and Winston)</p> <p>E Science 3000</p>
<p>9th Grade</p>	<p>Sample Books: The Bean Trees; Bless Me Ultima; To Kill a Mockingbird; Romeo & Juliet</p> <p>WriteSource</p> <p>AP SpringBoard</p> <p>ACT Plan: Classworks</p> <p>Great Books Foundation: Literacy</p> <p>Empower 3000/Compass Learning</p>	<p>KIPP King World History</p> <p>DSST World History</p> <p>Achieve 3000</p> <p>TCI: Modern World</p> <p>Primary Documents</p>	<p>Summit Public Schools Competency Based Curriculum (Kahn and Stanford)</p> <p>KIPP National Math Curriculum</p> <p>i-ready</p> <p>Achieve 3000/Compass Learning/Kahn Academy/ST Math</p> <p>ACT Plan: Grockit</p>	<p>Conceptual Physics: Hewitt</p>

<p>10th Grade</p>	<p>Sample Books: Fahrenheit 451; Animal Farm; Lord of The Flies; Antigone; All Quiet on the Western Front; Night; Chronicle of a Death Foretold; Night, 1984</p> <p>WriteSource</p> <p>AP SpringBoard</p> <p>Great Books Foundation-Literacy</p> <p>ACT Plan: Classworks/Grockit</p>	<p>TCI: Modern World</p> <p>KIPP King World History</p> <p>DSST World History</p> <p>Achieve 3000</p> <p>Primary Documents</p>	<p>Summit Public Schools Competency Based Curriculum (Kahn and Stanford)</p> <p>KIPP National Math Curriculum</p> <p>i-ready</p> <p>Achieve 3000/Compass Learning/Kahn Academy/ST Math</p> <p>ACT Plan: Grockit</p>	<p>Biology: McGraw-Hill</p> <p>Compass Learning: AP Biology</p>
<p>11th Grade</p>	<p>Sample Books: The Crucible, The Great Gatsby, Catcher in the Rye, The Adventures of Huckleberry Finn, Raisin in the Sun, The Joy Luck Club;, The Things They Carried, The Scarlet Letter ; American Poetry</p> <p>WriteSource</p> <p>Summit Public Schools: AP English Language</p> <p>Great Books Foundation: Literacy</p> <p>ACT Prep: Grockit</p> <p>Empower 3000/Compass Learning</p>	<p>Summit AP US History and Government</p> <p>TCI: US History</p> <p>Brinkley, A. <i>American History</i>. Mc-Graw Hill.</p> <p>Achieve 3000</p> <p>Primary Documents</p>	<p>CCSS</p> <p>Summit Public Schools Competency Based Curriculum (Kahn and Stanford)</p> <p>KIPP National Math Curriculum</p> <p>i-ready</p> <p>Achieve 3000/Compass Learning/Kahn Academy/ST Math</p> <p>ACT : Grockit</p>	<p>Chemistry: Houghton-Mifflin/DSST Chemistry Curriculum</p>

12th Grade	Sample Books: The Metamorphosis; Things Fall Apart; Blood Wedding; Hamlet; Siddhartha; Fences; Invisible Man; In the Time of Butterflies; Brave New World; Their Eyes Were Watching God; WriteSource Summit Public Schools: AP English Literature Great Books Foundation: Literacy ACT Prep: Grockit Empower 3000/Compass Learning	Summit AP US History and Government Economics by McConnell and Brue [McGraw-Hill] Burns, James MacGregor, et al. <i>Government by the People</i> . Prentice Hall Achieve 3000 Primary Documents	AP Calculus AP Statistics Compass Learning AP Calculus Achieve 3000/Compass Learning/Kahn Academy/ST Math	APES: McGraw-Hill/Summit Prep Curriculum K12 AP Physics, AP Chemistry
PBL	Project Based Learning (PBL): Expeditionary Learning, High Tech High, Buck Institute			
SEL	Social Emotional Learning: Six Seconds SEI, CA approved Health Curriculum.			

CURRICULUM DEVELOPMENT

Prior to school opening, the Charter School will hire curriculum developers to help design high level plans for all subject areas, as well as detailed plans for the middle school curriculum. As stated earlier, all curriculum will be based on innovative and best practices, backwards planned and standards based, and include formative, benchmark and summative (exhibitions and capstone) assessments. Significant time in intersession and August professional development days will also be dedicated to curriculum planning, including vertical (within subjects), grade level, and interdisciplinary planning. Teachers will also collaboratively create exhibitions during the designated professional development time.

All curricular plans will be reviewed and approved by school leadership.

Appendix 1.13 outlines our professional development plan, which is where most curriculum development will be performed.

PROMOTION POLICY

As shown above, the EBIA curriculum will be rigorous and will prepare students for success in college. We have included a wide range of supports throughout the model to ensure that all students have an opportunity to access the rigorous curriculum. It is not automatically assumed that students will pass from one grade to the next: each student must earn promotion by demonstrating mastery of essential grade-level knowledge and skills, including social and emotional skills. We intend to build a culture where mastery of concepts is paramount: being prepared for success in college and life will be more important to students and families than graduating in seven years.

Students who are not passing a class at the period leading up to intersession will be required to attend the extended sessions for that class. The extended semester sessions will be held from 3:00-5:00pm during Intersession. Students will have extra opportunities to demonstrate mastery of both content and skills for each course. At the end of the second and third Intersession sessions, a final grade for each course will be determined by the teacher of the course. If a student has not passed a course at this time with a C- or higher, they will be given an F for the course. (There **will be no D grades at EBIA, as colleges do not accept D grades**).

The EBIA Board will write a promotion policy that is in line with EBIA values and complies with CA educational code.

Oftentimes, high school students get discouraged and may wonder if they have the ability and/or willpower to persist in a challenging program. The main support for these students who can become “drop-out” risks is their faculty advisor. The faculty advisor will be very invested in guiding their students through the EBIA high school experience, and to see each of them graduate successfully with a college acceptance. The advisor will therefore check-in weekly with their students and will be able to diagnose quickly if a student is struggling or may be at risk of dropping out. When these situations do develop, the faculty advisor will then involve members of the community including parents, teachers, and school leadership in order to make decisions about how to best support the struggling student. Response to Intervention strategies may be employed, or other supports unique to each particular situation may be used. A few examples may be:

- Intervention meeting with parents, advisor and EBIA leadership
- Dropping a course that is not required for graduation
- Using Intersession time to get caught up on work/academic courses

- Taking a course online or in a summer program to stay on track
- Repeating a grade level, perhaps without 1-2 courses that were already passed (substituted with a Resource Room/Learning Lab support class)

GRADING POLICY

EBIA expects all students to master Common Core State Standards, AP standards and/or California State Standards. Grades will include student work and assessments from independent learning, small group work, whole group work, and expeditions. Students will be expected to demonstrate mastery of both content and skills for all of their courses. Using a competency based learning model, students will not be able to move forward in their course until they have mastered skills at a proficient level. There will be school wide standards and systems for grading. Teachers will be trained on the Charter School’s grading policy and methodology, and will work collaboratively to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of skills and content standards.

Below are the letter grade, percentage and description of grades [Figure 16].

Figure 16 - EBIA Grade Summary

Grade	Percentage	Description
A	90% or above	Student is consistently demonstrating advanced mastery of skills and content.
B	80-89%	Student is consistently demonstrating proficient mastery of skills and content.
C	71-79%	Student is consistently demonstrating a basic mastery of skills and content.
F	71% or below	Student is not consistently demonstrating a basic mastery of skills and/or content. Mastery of the standards needs to occur before credit can be earned.

ATTENDANCE AND THE STANDARD SCHOOL DAY:

EBIA will operate with an extended school day and year, offering the needed supports to ensure all students are ready for success in college and career. The school year consists of 185⁴⁷ calendar days with typical school hours running from 8:00AM for EBIA's daily Morning Meeting for all students and staff, to our end of day Tutoring, Office Hours and Maker Time support and enrichment programs running through 5:00PM each day. For new students, we have an additional four day orientation scheduled each August, in order to acculturate them to the Charter School. Furthermore, 14 days of academic acceleration courses during July will be required for students who do not meet grade level standards and/or promotion requirements at the end of the regular academic year or those incoming 6th and 9th grade students who need additional assistance as determined by placement tests. Please see the figure below [Figure 17], Appendix 1.6 School Calendar, and Appendixes 1.7, 1.8, 1.9 for Sample Daily Class Schedules for a 6th and 9th Grade Student and one Teacher.

Figure 17 – Proposed 2014-2015 School Year Summary

August 2014 – July 2015

# of Days	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	TTI
Regular Instruction	11	19	12	16	15	9	17	20	17	11			147
Interession Instruction			10			10				9	5		34
Personal Learning Plan		2					2						4
Total Instructional Days	11	21	22	16	15	19	19	20	17	20	5		185
Orientation	4												4
Summer School*												14	14
Holidays		1	1	4	8	3	1		5	1			24

*If needed for academic acceleration

⁴⁷ Please note new students are expected to attend a four day orientation at the beginning of the school year. All other students have a proposed 185 calendar days of school. More details are provided in our Proposed School Calendar Appendix 1.6.

EBIA’s schedule of annual instructional days and minutes exceeds California State requirements for both middle school and high school students. Please see the table below [Figure 18] for a comparison of instructional minutes and Appendix 1.10.

Figure 18 – Proposed Instructional Minutes Summary

Grade	Required Instructional Minutes	EBIA Proposed Minutes	Additional Minutes
6-8	54,000	74,985	20,985
9-12	64,800	74,985	10,185

EBIA also offers significant additional support to students based on individual student needs. This additional, “non-mandatory” support time provides additional minutes for students at EBIA. Please see the table below [Figure 19].

Figure 19 – Proposed Additional Student Support Activity Minutes

Additional Support Activities	Additional Proposed Support Minutes
Summer School	3,360
Saturday School	3,840
Office Hours	5,985
Maker Time/Tutoring	5,905
Total Available Support Time	19,090

ABSENCES

Students cannot miss more than 15 days (unless due to medical illness) and they must demonstrate mastery of grade level skills and curricular standards, or they may be candidates for possible retention. (Please reference our Promotion Standards). We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child’s academic progress.

SUPPORTS FOR UNDERPERFORMING STUDENTS

Academic acceleration for underperforming students is addressed using the following tiers at EBIA:

1. CLASSROOM LEVEL

EBIA teachers have a unique opportunity to review data regularly during and in between the semester(s). Out of these analysis sessions teachers will design action plans for all students, but especially for struggling students. Please see the assessment section in Element 3 for more detail on data analysis. The most common interventions for struggling students will include:

- Re-teaching key concepts in small groups during class time
- Office Hour assignment with student to re-teach key concepts
- Saturday School assignment with student to re-teach key concepts
- Peer or adult tutoring assignment for student to re-learn key concepts

2. INTERSESSION

For students who need additional support (as per data analysis), they are assigned to receive academic acceleration support during Intersessions:

Extended Semester – Students who have not learned all concepts from a cycle will be assigned to Extended Semester from 3-5pm during Intersession and will be taught key concepts.

Intersession Acceleration Course – Students who need considerable extra time to learn key concepts from Math and English will be assigned an Intersession Acceleration Course that focuses on the key skills and concepts in Math and English that a student is struggling with. These courses are taught in teams by EBIA faculty as part of their Professional Development process.

3. SUMMER SCHOOL

Some students who need additional support beyond Office Hours and remedial intersession in order to pass their courses may be assigned to Summer School at year's end. Budget permitting, these courses will be three weeks in length and will be taught in June each year. Additionally, new students entering 6th and 9th grade

who, after being given a placement test, need additional support in math and literacy will be placed in summer school.

4. GRADE LEVEL RETENTION

For a small number of students, it may be determined by EBIA leadership, faculty, advisor, student, and family that the best decision for keeping a student on the path towards college is having them spend another year in the current grade before moving onward. These decisions are made very judiciously, compassionately, and in accordance with Charter School policy.

STRATEGIES TO SUPPORT ACADEMICALLY LOW ACHIEVING STUDENTS

Students will be considered to be achieving below grade level and at risk of retention if ongoing assessment results indicate a lack of skills mastery and/or lack of proficiency in the core content. Because EBIA intends to educate a diverse population of students, EBIA will offer several supports to struggling learners, English Learners (ELs) and Students with Special Needs.

It is the mission of EBIA that all students will be provided with a high-quality, rigorous education, including being accepted to a four-year college or university upon graduation. There are no exceptions for this mission: it is our belief that it is the EBIA community adults' responsibility to coach and inspire every EBIA student to achieve this goal. In order to be successful with all students we must be especially thoughtful about how to support the most at-risk learners and gifted students. The following sections describe how EBIA intends to support these special populations.

The program includes specific practices that support students not meeting mastery of skills or content:

- **A personalized learning approach:** All students will have personal goals created in conjunction with their families and advisors. This will include supports for struggling students outlined in Figure 20 below.
- **Differentiated instruction:** Via blended learning and regular instruction. During independent learning time as well as small group instruction, teachers will have the ability to create personalized learning experiences and to give each student what s/he needs as appropriate to their readiness.
- **Competency based learning:** Students will not move ahead in independent learning until they have mastered the concepts necessary.

- **An extended school day:** Office hours will be provided by teachers to help support students. Teachers will be able to review key concepts and skills, answer questions and offer tutoring.
- **Remedial support during intersession, Saturday School and Summer School:** Any student falling behind will have extra hours of instruction to ensure that they master the standards.
- **Data driven instruction and a data cycle:** Using the adaptive learning and assessments in the independent learning time, teachers will know each child’s level, including what content they have mastered and what supports they need. Additionally, teachers will administer benchmark assessments to determine mastery and readiness levels. After each benchmark assessment, teachers will identify gaps in skills and content mastery and develop instructional plans to address these gaps. Teachers will engage in an inquiry cycle of data: pre-assess, teach, assess, and re-teach.
- **Professional Development and High Quality teachers:** Our innovative professional development program will train and support teachers in teaching EL students, students with special needs and struggling students. Additionally, teachers will have dedicated professional development time to discuss student progress, address concerns, and analyze the results of benchmark assessments and prepare for re-teaching based on a data cycle.

The most important systems for best supporting special populations are identification, and response to intervention. Struggling students must be identified quickly and accurately, and then effective responses to their struggles must be determined, delivered, and monitored with equal speed and accuracy.

TIERED-SERVICE MODEL AND AT-RISK IDENTIFICATION

In order to serve struggling students well, EBIA must be able to identify them quickly and reliably. The table below [Figure 20] details the Response to Intervention process used to identify struggling students with the correct targeted interventions of each tier of the model.

Each grade level will have a team of educators which meet every week for one hour. During this weekly grade level meeting, the first agenda item will be to collect data from teachers on students who are struggling academically or behaviorally. Students are identified who are a) failing or are in danger of failing multiple classes, or b) are having consistent behavior issues

across classes. The grade level team then moves students from Level 1 to Level 2 as needed (i.e., assigning students to mandatory Office Hours, After School Study Hall, and Peer Tutoring). If a student is only failing one class, the teacher for that class will meet with the advisor and the family. This process is done on a regular basis, no student will spend more than 4-6 weeks in a level if they are not being successful. Grade level teams discuss student progress weekly. **As students move levels, their advisor teacher and their family are notified of the move.**

If a student is still not responsive in Level 2, the grade level may then opt to move the student to Level 3 of the Rtl tiered Service model. **When a student is moved from Level 2 to Level 3, an Intervention Meeting is scheduled.**

The student's advisor is notified, and the advisor arranges a meeting with the grade level teachers, the student, and the student's family. This process continues as described above until the student is either successful, or they move to have more supports put in place until they eventually are successful in the model. The process is overseen by the grade level teacher, and is supported by the grade level teachers and grade level advisors. This Rtl model is based on the successful model used at Summit Prep.

Figure 20 - Tiered-Service Model for At Risk Intervention

Student Experience (Column A)	Faculty Expectations (Column B)	Resources (Column C)
Level 1: General Education Program		
Daily classroom experience	Standards based	Professional development and collaborative planning.
SIS posts data and tracking	Gradual release	Daily common planning time for vertical teams and interdisciplinary support
Homework completion	Vertically and interdisciplinary planning curriculum for skill development and spiraling, and differentiated homework	1 hour grade level teams weekly
Regular advisory participation	Differentiated instruction	2 sections only
PLP	All scholars are engaged	Class size of less than 30

Final exam review sessions	Differentiated homework	Looping and/or teaching the same subject two or more years in a row
Independent Learning Time	Homework is meaningful, differentiated and extends learning	Uninterrupted teaching time, "learning comes first" (no assemblies, minimum days, announcements, pulling students out of class etc.)
	Longer assignments are chunked with frequent checks	Induction mentors
	Advisory teaches academic literacy skills	Existing developed curriculum for each course (available to all)
	Teachers help with Independent learning and key skills	Existing developed curriculum for advisory
	Extensive scaffolding is used to support skill development	Personalized Educator Plans (PEPs) connected to PD and school goals
	Assignments are designed to allow students to demonstrate mastery of course standards and key skills	Shared decision making authority in school policy and procedures
	Students are assessed using multiple modalities	
	SDAIE/SIOP methodology for ELs	
	Common behavior norms and expectations with consistent follow-through	
Level 2: Additional General Education supports		
Office Hours	Two hours of office hours per week	A clear system for supporting assignment completion, resulting in ability to plan classes accordingly
Study Hall	After school HW support system	Culture of revision and redemption

Peer Tutoring	Consistent expectations for delivery of work on time	
Level 3: Additional General Education Supports outside of regular schedule		
Academic Acceleration Intersession	Small group academic acceleration support in English and Math during intersession.	Scheduled, coordinated time with students who need additional support
Extended Semester	Extended semester sessions per intersession	Designated grading days
Saturday School		
Additional advisor Support		
Level 4: Additional General Education Supports		
504 or IEP plan with accommodations		10-15% of administrator's time
Extensive personal advisor support		Intervention documentation template
Grade level interventions and plans		504 plan template
Level 5: Special Education Supports		
IEP with services	Write Present Levels of Performance when needed	Contracted resources as required.
Resource support	Attend IEP meetings when needed	Contracted school psychologist
Speech and language therapy	Implement modifications/accommodations	Contract therapists
Occupational therapy		10-15% of administrators time
Hearing		

County Mental Health		
Modifications to program/curriculum		

As noted above, EBIA will provide extensive support to all students in Level 1, 2, and 3. It is a philosophical belief that all students benefit most from being part of general education classrooms with their grade level peers whenever possible⁴⁸. It EBIA's belief that high quality teaching incorporates most supports that are generally considered "additional supports" for struggling/at-risk student. For example, the independent learning time in EBIA courses will all be highly personalized with data and 1-to-1 laptops, and differentiated instruction. Or, Specifically Designed Academic Instruction in English (SDAIE) "sheltered" strategies used for EL students in the classroom, can help almost all students. In addition, the intersession sessions provide extended time for students who need it, and also allow for intensive small group academic acceleration support and extension. All of these supports would generally be considered part of a program to assist special populations in a traditional school; however, these are supports that are available to all students at EBIA that could benefit from them.

This approach allows students from special populations the opportunity and challenge to be considered part of the typical system at EBIA. We believe this is appropriate and healthy for their self-confidence, and ultimately allows them to be able to reach higher academic and non-academic goals. It is important to note that this philosophy is not being used as a means for not providing great services to special populations. Rather, we believe that the strongest services for special populations must first begin with high quality supports for all students in general education classes, and that these supports, when executed well, provide a high level of support for the most at-risk student.

ADDITIONAL SUPPORTS FOR STUDENTS

- Office Hours: each teacher will provide time once per week after school for students to receive tutoring or ask questions.
- After school tutoring (peer or professional): twice per week after school, students will have the opportunity to receive tutoring in their classes either from the assigned tutor for that class, or a peer.

⁴⁸ Hehir & Sanchez, "The Best Ways to Integrate Special Needs Students" 2012.

- Study Hall: quiet homework completion in high school.
- Saturday School: students who need additional help meeting mastery may be required to attend Saturday school as determined by the teacher. These sessions will provide extra support and tutoring for these students, and may also provide support in preparing for end of year tests such as CAHSEE, STAR or AP. Additionally, Saturday school may be used for disciplinary reasons in order to teach SEL skills.
- Extended Semester Class during intersession: students who need extra time in a course (because they are failing or are not showing mastery of content or skills), will be required to attend extended semester classes for one or more of their courses. These take place from 3-5pm during intersession.
- Academic Acceleration Intersession Course: students who are failing behind may decide, in conjunction with faculty and their advisor, to take this course in lieu of an intersession course. They will complete assignments as determined by their teacher.
- Summer School: students entering 6th or 9th grade who are not at grade level for math and/or ELA as determined by placement tests given as part of the enrollment class will be enrolled in summer school for three weeks.

While the logical progression of the model works for most students, the best progression may vary for each student, depending on their specific needs. Decisions will be made based on what is best for each individual student, and the Tiered Service Model will be used as a guideline for the approximate number of student who will need various supports within the Charter School. It is the responsibility of EBIA leadership and the EBIA grade level leaders to predict when a level of the tiered service delivery model may exceed the predicted number of students (and thus need resource adjustments). These support structures are modeled after Summit Prep and were highly effective with a similar student population to the students in Oakland.

STUDENT SUCCESS TEAM AND RESPONSE TO INTERVENTION

If the supports outlined above do not lead to sufficient progress in the student's achievement level for academic, behavioral or social emotional concerns, we will form a Student Success Team (SST) to consider additional or alternative supports to meet the child's specific needs. This team will be comprised of the key people responsible for the child's learning and success, including the student's teachers, parents, advisor, the Special Education Teachers, and the administration. The team will collect data, discuss observed student strengths, areas of

concern, and brainstorm interventions to address the student's needs. The team will evaluate students every eight weeks to monitor progress, and will meet at the end of that period to evaluate the effectiveness of the intervention. At the end of the monitoring period, if the student's achievement has not improved sufficiently, we will request parent consent for referral for Special Education evaluation and testing for specific learning disabilities.

SUPPORTING SPECIAL EDUCATION STUDENTS

EBIA maintains a culture of rigor and high expectations for all students, including those with identified special education needs, and will ensure all receive a free and appropriate public education in the least restrictive environment. All aspects of the EBIA program are designed to meet the academic and behavioral needs of all students, including to those with learning differences and disabilities.

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

SPECIAL POPULATIONS

SERVING ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

EBIA will uphold the same rigorous academic and behavioral expectations for every student, regardless of native language, and will implement research-based instructional programs and strategies to meet the specific needs of our EL students. EBIA is committed to the success of its EL population and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. EBIA will meet all applicable legal requirements for EL students, related to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

EBIA will serve English Language Learners based on the U.S. Department of Education's six steps of progression through an EL program: 1) enrollment in school, 2) identification of potential ELs, 3) assessment determining need for EL services, 4) provision of appropriate EL services, 5) transition from EL services, and 6) monitoring ability to participate meaningfully. In implementing our EL program, EBIA will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974.

Supporting our EL students requires that we implement an instructional approach designed to ensure accelerated and effective acquisition of academic English in alignment with our mission of success in college. It also requires that we respect and value the culture and home language of our students. We will ensure that EL student are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that EL student are not assigned to special education because of their lack of English proficiency.

In order to reach the dual goals of English acquisition and respect for the mother tongue of our speakers of other languages, we will provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. We will value students' bilingual capacity as a true asset, an admirable and important skill for the present and for their future educational and leadership goals. EBIA teachers and leaders will communicate with parents in their native language as appropriate to ensure all have access to the same quality and content of information, though English will be the language of classroom instruction in all core academic subjects. All school materials will be available in English in Spanish, and other languages as needed.

HOME LANGUAGE SURVEY

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT TESTING

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") within thirty days of initial

enrollment⁴⁹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

IMPLEMENTATION OF STRUCTURED ENGLISH IMMERSION

Instruction in the four core academic subjects of English language arts, mathematics, science, and social studies will be delivered by teachers who hold or are in the process of obtaining a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate. We will work to recruit and hire teachers who are bilingual in English and Spanish to ensure accurate assessment of students' language and literacy skills, appropriate academic support, and effective communication with parents.

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

The Charter School will serve EL students, either through self-identification or CELDT testing, through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular education class and receives differentiated instruction in order to learn English. For these students we will employ the Specially Designed Academic Instruction in English teaching approach, which our teachers will receive regular professional development to practice. The PLP process allows the Charter School to address additional needs of individual students in unique, targeted ways.

In addition, we will employ the strategies below specifically to support EL students. Please note that strategies to support EL students most often also support ALL learners.

1. SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)

This is the main strategy within general education classrooms. Per the SIOP model, all instruction at EBIA will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each EL. This does not mean that

⁴⁹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

the content will be “watered down.” Instead, teachers will incorporate a variety of strategies to make the content more comprehensible. General education teachers of English language learners will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs to participate fully in the educational program.⁵⁰

2. DIFFERENTIATED INSTRUCTION

During independent learning time as well as small group time, teachers will be able to differentiate tasks, readings, and assignments for ELs. This is to ensure that although all students will have access to the same content and skills, modifications are made to assist ELs with language acquisition.

3. PROVIDE READING SUPPORT

As part of our differentiated individual learning time, we will provide reading, writing and speaking support to EL students. EL students will also have the opportunity to work one-on-one with teachers and tutors to receive individualized support and instruction.

The Department of Education recommends that the intervention “utilize fast-paced, engaging instruction,” which aligns with our core instructional strategies as described previously in this section.

4. DIRECT VOCABULARY INSTRUCTION

One of the most critical components in language acquisition is vocabulary development.⁵¹ In the most effective schools, students are taught vocabulary through formal instruction as well as through authentic use in language-rich settings in and out of the classroom. EBIA classrooms will provide formal vocabulary instruction using essential word lists and words in context. All lesson plans will include vocabulary and language objectives. Our structured

⁵⁰ Co-Developers of the SIOP model for teaching English Language Learner (EL) students, Mary Ellen Vogt, Deborah Short and Jana Echevarria, along with other researchers, have conducted and analyzed the impact of their sheltered instruction model since its inception nearly 14 years ago. SIOP has been validated as a model of instruction that improves the achievement of students whose teachers use it. As Jana Echevarria explains in CREATEBrief, October 2012, as recent as 2011, a high school in Texas and elementary school in Washington restructured their ESL programs into comprehensive SIOP models and were met with astounding results for their ELs, with EL's at Tiffany Elementary, WA, scoring 20% better in reading than other EL students in the state and EL's at Pasadena Memorial High School, TX, increasing passage rates on the Texas Assessment of Knowledge and Skills annually since SIOP was adopted.

⁵¹ <http://www.pebc.org/wp-content/uploads/2010/01/August-Critical-Role-Vocab-for-ELL-2005.pdf>

vocabulary program will feature simple definitions and cumulative spiraling assessments to ensure students maintain and are able to utilize all words they have learned.

5. DEVELOP ACADEMIC ENGLISH

For EL students to achieve academic success, it is imperative for them to develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. As these critical thinking skills are core to our program it is essential that our students be able to communicate in ways that support these critical thinking skills. At EBIA, explicit vocabulary development will be integrated into all subjects and will include application to higher-order academic tasks.

6. SCHEDULE PEER LEARNING AND INCREASE PRODUCTION

Students should be given ample opportunities to practice speaking and writing in English, as well as supported opportunities such as the use of sentence starters. This includes planned opportunities for interaction between all individuals in the classrooms such creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience. Students improve their mastery of language through use. The Department of Education's recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills. One way we will concretely address this recommendation throughout the instructional day is through students working in partners and small cooperative groups during our small group learning time, which, when facilitated effectively each day, provide a significant cumulative increase in authentic language practice.

7. OTHER SPECIFIC STRATEGIES TO SUPPORT LANGUAGE ACQUISITION

Making what is spoken, visual and vice-versa. This includes: visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents), and graphic organizers. Furthermore, EBIA will provide students with the opportunity to interact with the content in ways that do not necessarily require reading and writing English such as visuals, storyboards, and manipulatives.

8. ACADEMIC ACCELERATION

Students who need support in literacy, including EL students will attend the summer school program as well as enroll in an academic acceleration intersession course.

ASSESSMENT AND RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Students who score above the established scores of 4-5 on CELDT will be deemed no longer EL - RFEP Redesignated Fluent English Proficient while those who score 3 or below on the CELDT will continue to be classified as EL. Appropriate assessments, instruction and interventions will be conducted to ensure students are re-designated early and appropriately.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The evaluation for the program effectiveness for ELs in the Charter School will include

- Adherence to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.

- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.
- Student progress on the CELDT test.
- Monitoring of student progress in all courses via the Grade Level Team.

EL students who are not making progress will be supported by the Tiered Service Model for At Risk Intervention outlined in Figure 20 - Tiered-Service Model for At Risk Intervention on Page 112.

METRICS TO ASSESS THE PROGRESS OF OUR ELL STUDENTS INCLUDE:

- EL students are making strong academic progress as measured by school-based interim assessments.
- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams.
- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students. If students are not making sufficient academic progress as indicated through CELDT results and the above data, we will modify our EL program as needed.
- EBIA will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified EL and non-EL students as measured by standardized assessments and non-standardized assessments. EBIA will track how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.

PROFESSIONAL DEVELOPMENT

EBIA has an unwavering commitment to the academic achievement of all students and will provide the instructional support and professional development required to ensure we meet the specific needs of our English Language Learners. Professional development needs will be determined by internal assessments during data cycles and external assessments via the CELDT, as well as student work. We will support teachers by providing: professional development on structured immersion instruction; specially designed academic instruction in English (SDAIE) teaching strategies; language acquisition and development; and monitoring and assessment of

ELs. We commit to monthly professional development specifically addressing instructional effectiveness in promoting language development, reviewing assessment data, and revising instructional strategies to meet our EL students' needs.

PARENT NOTIFICATION

Parents will be notified regarding their child's English Language Development progress and CELDT scores at every report card period, or more often as needed.

SERVING STUDENTS WITH DISABILITIES

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School will be its own local educational agency ("LEA") for the purpose of special education, and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the El Dorado SELPA, along with local SELPAs or other Charter SELPAs. The charter school will notify the District, the SELPA, and the California Department of Education of their membership acceptance in another SELPA.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability and a signed agreed upon memorandum of understanding (MOU). The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

SECTION 504 OF THE REHABILITATION ACT

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits

of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in his or her primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to

ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Please see Appendixes 1.17, 1.18, and 1.19 for EBIA's Draft 504 Board Policy, Draft 504 Administration Regulations Policy, and Draft 504 Parents Rights Statement. The Charter School will either develop appropriate forms/504 guidelines or adopt those of their SELPA to which they have been accepted as an LEA.

SERVICES FOR STUDENTS UNDER THE "IDEIA"

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives.

STAFFING

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and education specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meets all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

NOTIFICATION AND COORDINATION

The Charter School shall follow SELPA procedures as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

IDENTIFICATION AND REFERRAL

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Furthermore, it is the Charter School's plan to seek out information from parents regarding identified students or students who may need services. EBIA plans to use the various tools to gather this information, including enrollment paperwork, brochures, school newsletters, website, annual school mailings, reviewing school records, teacher conference and checking CALPADS. Child find activities will examine what pre-referral options have been tried, or may

apply, including Response to Intervention, classroom accommodations, alternative programs and other agency referrals. Please refer to Figure 20 – Tiered Service Model for At Risk Intervention on Page 112 for specific details on EBIA’s Response to Intervention process used to identify struggling students with the correct targeted interventions of each tier of the model.

Parents will be invited to a student success team meeting to discuss their child's strengths, needs and program options or possibly a referral to special education for evaluation. Once a referral is initiated by a parent (in writing) or the team, referral timelines start and will be honored.

ASSESSMENTS

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain written parent/guardian consent to assess Charter School students.

IEP MEETINGS

The Charter School shall arrange and provide notice of the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

The charter school shall arrange and provide notice of the necessary IEP meetings. Meeting notices will be sent to the parent (in their native language) with enough time to allow them to plan to attend. Meetings will be held in a mutually agreed upon time and place. Parents will be provided with a copy of their procedural safeguards. Parents are mandatory, essential members of an IEP team.

IEP DEVELOPMENT

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP IMPLEMENTATION

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

It is the intent of EBIA to offer special education services in the least restrictive environment whenever possible. In addition students will have access to services provided by an Education Specialist during independent learning time when all students are working independently. (Please see Figure 7 – Instructional Model Matrix on Page 79 for a description of the type of activities that occur during this daily time during each scheduled block in EBIA's bell schedule.)

As stated in IDEIA, EBIA intends to implement the IEP as soon as possible following the development of the plan. Special Education and related services will be made available to the child in accordance with their IEP. EBIA will ensure that each general education teacher, special education teacher, appropriate related service provider and other identified providers shall have access to the student's IEP, that each staff member will be informed of their specific responsibilities, that staff members are informed of accommodations, modifications and supports necessary for the students and that progress is monitored.

Staff will use proven scientifically based researched curriculum with fidelity and intensity to ensure that the student has the opportunity to access the core curriculum and that programs will be reasonably calculated to result in educational benefit.

Professional development will be provided to staff in the following areas: Special Education compliance and responsibilities, positive school-wide behavior interventions and supports, child find, referral, identification, and interventions.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a District operated program under the same special education local plan area of the District within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

NON-DISCRIMINATION

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

PARENT/GUARDIAN CONCERNS AND COMPLAINTS

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

DUE PROCESS HEARINGS

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA REPRESENTATION

It is the Charter School's understanding that it shall represent itself at all SELPA meetings.

FUNDING

The Charter School understands that it will be subject to the allocation plan of the SELPA.

SUPPORTING SOCIOECONOMICALLY DISADVANTAGED STUDENTS

EBIA is geared specifically to meet the needs of socioeconomically disadvantaged students. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. We will provide the structural, programmatic, and curricular elements outlined in this application to enable teachers to bridge their students' academic gaps and reach our academic achievement goals at all grade levels, regardless of socio-economic status.

Our key focus on literacy, as well as on math skills, is geared to assist students who may enter EBIA from lower performing schools in high poverty areas of Oakland, who may not have been provided with the resources or opportunities to learn these skills. Our summer and academic acceleration intersession programs also support these students who may enter EBIA below grade level.

EBIA's advisory program and social emotional development program is also designed with socioeconomically disadvantaged students in mind. The advisory curriculum specifically works

on academic literacy, making healthy and responsible decisions, and providing “social capital” skills for students to be successful in college and beyond. (Please refer to Page 84 for additional information on advisory programs.)

EBIA will analyze assessment results to ensure we are meeting the needs of this targeted population. For individual students needing additional support, we will create and implement a plan via their PLP. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we will revise our curriculum, instructional methods, and student support services as necessary to address our students’ needs.

SUPPORTING ACADEMICALLY HIGH ACHIEVING STUDENTS

EBIA’s graduation requirements exceed UC A-G requirements and were designed with admission to competitive colleges in mind. Students achieving above grade level are, first and foremost, served by the rigorous course requirements.

Additionally, in our instructional model above, students rotate between Independent Learning, Small Group Instruction, and Whole Class instruction. All Independent Learning time is differentiated for students at each level, and students achieving above grade level will be provided “extension” activities. Via small group instruction and individual learning time, students can also be assigned to appropriate flexible ability groupings to accelerate the pace and level of instruction the student receives. In addition, we will differentiate student homework with assignments and materials that accelerate their learning and address their needs.

Students achieving above grade level as determined by external (STAR, AP) assessments or internal assessments, or those who chose to have an additional challenge in later years (11th and 12th grade) will have the opportunity to take additional online and college courses (both during the school year and during the summer). Our intersession program provides access to internship opportunities commensurate with their skills and abilities, as well as service learning and additional elective courses.

While we anticipate that most students’ needs will be met by the wide variety of school-wide supports already in place, EBIA is committed to working with students who are performing above grade level to ensure they are challenged and able to access the most rigorous content appropriate to them.

ELEMENT 2: STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law: 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

Education Code Section 47605(b)(5)(B)

MEASURABLE STUDENT OUTCOMES

The Charter School's student outcomes are designed to align with the Charter School's mission, curriculum and assessments, the Common Core State Standards for Literacy and Mathematics, and the California State Standards for courses offered at EBIA.

EBIA has created the following goals and measures of student achievement to ensure that we meet our mission and that we meet federal and state goals for all subgroups attending our school. EBIA will continue to examine and refine its student and school outcomes over time to reflect the Charter School's mission and any changes to state or local standards that support such mission.

Goals 1-5 detail student outcomes and include all subgroups that are based on California and national content and performance standards in core academic subjects. Goals 5 and 6 ensure that we meet our mission to prepare a diverse group of students for success in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world, and to deliver a personalized learning experience that provides all students the opportunity to achieve their academic goals regardless of their previous preparation and background. Goals 7-9 further ensure that we meet our mission, and that we are in compliance with local, state and national regulations.

Goal 1: All students will become proficient readers and writers of the English Language.

- 70% or more of all students will demonstrate at least one year of growth on the English STAR test or CCSS test.
- 70% of students will show growth on their internal benchmark assessments for English.
- 75% or more of all students will be proficient or above on the English STAR or CCSS test.

- An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the Developmental Reading Assessment® and/or Terra Nova Assessment
- 97% or more of all students will earn a passing grade of C or above in their English course.

Goal 2: All students will become proficient in mathematical skills and content.

- 70% or more of all students will demonstrate at least one year of growth on the CST for math.
70% of students will show growth on their internal benchmark assessments for math.
- 75% of students will be proficient or above on the math STAR test or CCSS test.
- 97% or more of students will earn a passing grade of C or above in their math course.

Goal 3: All students will become proficient in science concepts and scientific thinking.

- 70% or more of all students will demonstrate at least one year of growth on the CST for science.
- 70% of students will show growth on their initial benchmark assessments for science.
- 75% of students will be proficient or above on the science STAR test.
- 97% or more of students will earn a passing grade of C or above in their science course.

Goal 4: All students will become proficient in social science practice and content.

- 70% or more of all students will demonstrate at least one year of growth on the CST for social science.
- 70% of students will show growth on their initial benchmark assessments for social science
- 75% of students will be proficient or above on the social science STAR test.
- 97% or more of students will earn a passing grade of C or above in their social science course

Goal 5: Parents and students will demonstrate high satisfaction with the academic program.

- The school will complete an analysis and action plan of the annual community survey, to be completed by faculty, students and parents. 75% of parents complete the annual survey.
- At least 95% of parents will complete at least 5 hours of volunteering.

Goal 6: All EBIA graduates will be college ready and will graduate from college (includes 21st century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21st century world. EBIA is a diverse community.

- An average of 80% of students will earn a proficient or advanced on their end of year Exhibitions.
- At least 75% of all students will reach Personal Learning Plan goals on the SEL rubric.
- 75% of students will be rated proficient or above on the SEL rubric.
- 80% of students say other students consistently demonstrate Innovator norms on the annual community survey.
- 80% of students will pass an AP exam with a score of 3 or higher.
- 95% of students will pass the CAHSEE on the first attempt.
- 100% of students complete UC A-G requirements.
- 85% of students demonstrate college preparedness via EAP or equivalent.

Goal 7: EBIA will demonstrate fiduciary and financial responsibility.

- EBIA will run a balanced budget
- Faculty will have input into budget.

Goal 8: The Board of Directors will provide effective and sound oversight of the Charter School. Charter School governance and leadership will effectively support the essential work of the Charter School to promote teaching and learning in schools.

- The school will complete an analysis and action plan of the annual community survey to be completed by faculty, students and parents.
- The school will meet Goals 1-9.

Goal 9: EBIA will be fully enrolled and students will attend school regularly and on time.

- The school will meet its yearly enrollment goals.
- The school will have an Average Daily attendance rate of 95%.

OUTCOMES ALIGNED TO STATE PRIORITIES

Figure 21 - Outcomes Aligned to State Priorities

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
<p>State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> EBIA will hire and maintain a highly qualified faculty. EBIA will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. School facilities are maintained and in good repair. 	<ul style="list-style-type: none"> All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. Faculty will have 40+ days of targeted professional development, based on Personalized Educator Plans (individual and school goals) and the needs of students based on data. School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. Annual community survey. Faculty participates in shared decision making process. Regular walkthroughs of school facilities by school leadership. 	<ul style="list-style-type: none"> 90% satisfaction rating on annual community survey results 85% of faculty reach Personal Educator Plan Goals. Number of high quality applicants per yearly faculty job opening is greater than 5. Less than 10% of faculty leaving EBIA after two or fewer years that are a cultural, philosophical and skills fit. Faculty does yearly assessment of materials during intersession PD time. 90% of faculty agree leadership meetings are productive on community survey. 90% of community members agree that the school is clean and orderly on community survey. School leaders rate the school condition as "excellent" on monthly walkthroughs.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All EBIA curriculum will be aligned to CCSS. • All EBIA curriculum will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> • Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs. • 40+ days of professional development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students? 	<ul style="list-style-type: none"> • 75% of ELs are redesignated yearly. • 90% of ELs make progress towards EL proficiency as measured by the CELDT. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Parents view themselves as a key component of the schools' and student success. • Parents demonstrate high satisfaction with the school's program. 	<ul style="list-style-type: none"> • Published list of differentiated opportunities for parental involvement. • Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.). • Annual community survey. 	<ul style="list-style-type: none"> • 90% of parents complete 5+ hours of volunteering. • 75% of parents complete community survey. • Parental attendance at community meetings is significant according to school leader. • 90% of parents agreeing to focused questions on annual community survey.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All students will become proficient in English, math, science and social science. • Students perform well on all external tests. • Students show growth on benchmark assessments. • All students show growth on external measures. 	<ul style="list-style-type: none"> • Standards based and aligned curriculum. • Regular benchmark assessments (minimum 3x per year). aligned to standards • Extensive student support structures (summer school, remediation courses, office hours, tutoring, differentiated instruction) • Rigorous graduation requirements (beyond UC A-G) • Curriculum maps designed to support ELs and struggling students • Curriculum maps aligned with EAP assessments • Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the CST or CCSS. • 70% of students will show growth on their internal benchmark assessments for each course. • 97% or more of students will earn a passing grade of C or above in their courses. • On average, 75% of students are proficient or above on STAR or CCSS. • 75% of all subgroups score a proficient or above on STAR or CCSS. • API is above 800. • School meets AYP. • 95% of students pass CAHSEE on first attempt. • 100% of students complete UC A-G requirements. • 90% of ELs make progress towards EL proficiency as measured by the CELDT. • 75% of ELs are reclassified as measured by the CELDT. • 80% of students have passed an AP exam with a score of 3 or higher. • 100% participation in EAP. • 85% demonstrate college

		preparedness via EAP or equivalent.
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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Students attend school regularly, consistently and on time. 	<ul style="list-style-type: none"> • Advisory System and course to support students. • Social-Emotional learning in all courses. • Personalized Learning Plans. • Extensive support structures, including early intervention plans. • Extensive community building via orientation, advisory, and morning meeting. 	<ul style="list-style-type: none"> • 95% Average Daily Attendance. • Less than 3% per day (average) tardy • Less than 2% annual Chronic Absentee Rate. • Less than 1% Middle School Dropout rate. • Less than 3% High School Dropout Rate (cohort). • 95% High School Graduation Rate (cohort).

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Students will be thoughtful, engaged citizens of a 21st century world. • All students consistently demonstrate strong SEL skills and Innovator Norms. • Students will show growth on all SEL skills and Innovator Norms. 	<ul style="list-style-type: none"> • Extensive community building via advisory, orientation and morning meeting as well as other school events. • Advisory system and course. • Social-Emotional Learning in all courses. • Personalized Learning Plans. • Analysis of and action plans from community surveys. 	<ul style="list-style-type: none"> • Less than 10% suspensions. • Less than 1% expulsions. • At least 75% of all students will reach Personal Learning Plan goals on the SEL rubric. • 75% of students rated proficient or above on SEL rubric. • 80% + of students say other students consistently demonstrate Innovator norms on annual community survey. • 90% of students are satisfied with EBIA on

		community survey. <ul style="list-style-type: none"> • 90% of parents are satisfied with EBIA on community survey. • Less than 10% transfer rate.
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State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G. 	<ul style="list-style-type: none"> • Rigorous graduation requirements that exceed A-G. • Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.). • Comprehensive college admission process and program. 	<ul style="list-style-type: none"> • 95% of students graduate on time. • 98% of students are accepted to a 4 year college.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>Goal 1: All students will become proficient readers and writers of the English Language.</p> <p>Goal 2: All students will become proficient in mathematical skills and content.</p> <p>Goal 3: All students will become proficient in science concepts and scientific thinking.</p> <p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum maps. • Regular benchmark assessments (minimum 3x per year) aligned to standards. • Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction). • Rigorous graduation requirements (beyond UC A-G). • Curriculum maps designed to support ELs and struggling students. • Curriculum maps aligned with 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the English STAR test or CCSS test. • 70% of students will show growth on their internal benchmark assessments for English. • 75% or more of all students will be proficient or above English STAR or CCSS test. • An average of 70% or more of all students will be classified as having an advanced or proficient

	<p>EAP assessments.</p> <ul style="list-style-type: none"> • Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. 	<p>grade level equivalence on the Developmental Reading Assessment® and/or Terra Nova Assessment.</p> <ul style="list-style-type: none"> • 97% or more of all students will earn a passing grade of C or above in their English course. • 70% or more of all students will demonstrate at least one year of growth on the CST for math. • 70% of students will show growth on their internal benchmark assessments for math. • 75% of students will be proficient or above on the math STAR test or CCSS test. • 97% or more of students will earn a passing grade of C or above in their math course. • 70% or more of all students will demonstrate at least one year of growth on the CST for science. • 70% of students will show growth on their initial benchmark assessments for science. • 75% of students will be proficient or above on the science STAR test. • 97% or more of students will earn a passing grade of C or above in their science course. • 70% or more of all students will demonstrate at least one year of growth on the CST for social science. • 70% of students will show growth on their initial benchmark assessments for social science. • 75% of students will be proficient or above on the social science STAR test. <p>97% or more of students will</p>
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		<p>earn a passing grade of C or above in their social science course.</p> <ul style="list-style-type: none"> • 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their STAR or CCSS test. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and ELD standards and have supports for ELs and struggling students.
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ADDITIONAL EBIA MEASURABLE STUDENT OUTCOMES

In addition to the state priorities, we have drafted additional Charter School outcomes in the table [Figure 22] below. These outcomes are integral to our ability to measure our progress, and will guide EBIA’s leaders as they evaluate successes and areas needing additional targeted focus in our educational program. The EBIA School Outcomes are maintained by the Charter School’s leader and presented periodically to the Board of Directors. The first column of the Charter School outcomes reflects the results that EBIA must achieve to ensure that each graduate is ready for success in college and life. The Key Performance Indicators (KPIs) are the indicators that will tell EBIA’s leaders if the Charter School is on target to achieve our mission. In general, these KPIs will not change significantly over time. The metrics shown are measurements that EBIA will collect in order to provide feedback on the EBIA KPIs, and to ensure that we are meeting our larger goals. These metrics may change, and will be set using input from school leadership and school faculty. The goals for each of these metrics will be set at the start of each school year by the faculty and the school leader.

Figure 22 - EBIA School Outcomes

Goal	Metric	EBIA School Goals 2014-2015
<p>Goals #1-4: Students become proficient in English, Math, science and social science.</p>	<p>% of students who receive an A or B grade AND an advanced/proficient on STAR, CCSS OR 3 or higher on AP test</p>	<p>85%</p>
	<p>% alignment of faculty predictions after last benchmark assessment with STAR and CCSS</p>	<p>90%</p>
	<p>% of students who exceed the average percentage of students attending similar schools in OUSD, scoring proficient or advanced on the English Language Arts and MATH CST/CCSS</p>	<p>Set by school leader.</p>
<p>Goal #6: EBIA graduates are college ready. EBIA is diverse.</p>	<p>% of students who believe they can go to and be successful in college</p>	<p>6th: 80% 7th: 90% 8th: 95%</p>
	<p>% of students accepted to one or more 4 year colleges</p>	<p>98%</p>
	<p>% of students who obtain a 4 year degree, and the % of students who earn their college degree within 6 years</p>	<p>75%</p>
	<p>% growth each year ACT (Explore, Plan, ACT)</p>	<p>Set by school leader</p>

	% growth each year on MAP	Set by school leader
	% AP test score of 3 or better (10 th -12 th only)	10% above National Average of 50%
	Average ACT Scores	24
	California PE Assessment 6 th -9 th grade	Set by school leader
	# of total applicants from each targeted demographic	150% of targeted seats
	% of applicants in various ethnic, racial, linguistic, and socioeconomic groups	Near OUSD average
	% enrolled scholars in various ethnic, racial, linguistic, and socioeconomic groups	Near OUSD average
	Demographics of faculty sufficient in the evaluation of the faculty	Near OUSD average
	% of faculty that can state Innovator norms and 5 SEL skills and identify where and how their curriculum can address them	100% by end of first year
	EBIA students can state the mission of the Charter School	8 th : 80% 12 th : 100%
Goal #5: Parents and Students demonstrate high satisfaction with the school. EBIA Community physically and emotionally safe.	EBIA is culture is consistent in monthly walkthroughs	excellent average
	% of community members agreeing to the statement "I feel	90%

	physically safe at EBIA”	
	Clean/orderly measure in culture walk-throughs	Set by school leader
	EBIA graduates are satisfied with EBIA	90%
	Parents who would recommend EBIA to other parents as stated in community survey	75%
Goal 7: EBIA demonstrates fiduciary and financial responsibility.	EBIA runs a balanced budget	Financial results are healthy, and reflect board approved expenses and planned reserve balances.
	EBIA has an independent annual audit and receives a “clean” opinion with no significant findings	No material findings noted.
	Budget vs. Actual	Overall expense and income trends track within 4% of plan and exceptions reflect oversight and corrective action.
	Forecasted Budget vs. Actual (with net income)	Overall expense and income trends track within 4% of plan and exceptions reflect oversight and corrective action.
	% of fundraising target raised	Goal established by Board of Directors
	End of Year Fund Balance	4% +/- budget forecast
	% of faculty agreeing to the statement “I had the opportunity to make authentic input into the	75% affirmative response on staff survey.

	EBIA budget"	
	# of students in each grade level	6 th : 150 7 th : 90
	% of board members that agree board meetings are productive and useful	90%

ELEMENT 3: METHODS OF MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Education Code Section 47605(b)(5)(C)

ASSESSMENT

EBIA believes that true data driven instruction includes an assessment cycle that is one of the most important features of outstanding teaching and learning. In order to be a great learning organization, everyone within the organization must be clear on what the expected outcomes are and must be given regular, meaningful data on progress towards those outcomes. Additionally, to prepare our students for the STEM fields in which industries are constantly "iterating" and improving outcomes, students must be familiar with a regular cycle of testing and improvement. Training will be provided so that students, faculty and parents can develop the capacity to analyze data in order to make wise decisions about how to best proceed towards agreed upon outcomes. This cycle should ultimately include the most important person in the organization: the student. By the end of the EBIA experience, each EBIA student will be able to self-manage his or her own learning data in order to achieve academic and non-academic goals. Students should eventually be able to set learning goals at the start of the day, and then review their results to see if they have met their goals. This section will detail the overall EBIA data assessment system. Our data driven instruction cycle is based on methodologies and systems used at other high performing charter schools, specifically Denver School of Science and Technology and Summit Public Schools.

EDUCATIONAL TECHNOLOGY FOR CONTENT DELIVERY, DATA GATHERING AND ASSESSMENT

Technology is central to EBIA's vision, to provide students with the technical fluency required for the 21st century, to facilitate an effective and tailored experience for each student and to enable teachers the visibility and resources essential to prepare each child for success in college and beyond. Our technology model will be designed to maximize each stakeholder's appropriate visibility into goals and outcomes, motivate students and align and unite student, teacher and parent efforts as the student progresses through his or her education experience. EBIA intends to be a leader in collecting, analyzing, and acting on data in order to maximize student learning, teacher time and school resources.

With strict adherence to FERPA guidelines and protocols, we will use data in order to personalize the learning experience for all students. EBIA will research the best technology for data driven instruction and assessment. We will use a rigorous evaluation and selection rubric that measures vendors' alignment to our instructional program as well as each vendor's business solvency, customer service, training, FERPA and other security measures and user feedback.

At this time, EBIA expects to use Illuminate as the Charter School's student information system, and as the data system of record for all student achievement data. Illuminate links to Activate Instruction, a free foundation sponsored curriculum management system which will enable our teachers, parents and students to access the very best curated content from high performing schools around the country. With Activate's highly modular structure, teachers can create custom playlists of assessments, instructional content and experiences based on individual student learning needs, while integrating other digital content and tools from providers like Khan Academy, Gobstopper, and Show Evidence. To streamline the task of managing multiple online content options, EBIA will likely use an application like Clever to facilitate the secure authentication synchronization (SSO) and centralized access to the portfolio of education systems and other learning resources, such as Google Apps, Edmodo, NASA kids, National Geographic, etc.)

EXTERNAL ASSESSMENTS

EBIA will use a combination of external and internal assessments in order to measure progress towards the EBIA mission and goals. The table below [Figure 23] shows the external tests that will be used at each grade level:

Figure 23 – External and Internal Assessments by Grade Level

Goal	Assessments	6 th	7 th	8 th	9 th	10 th	11 th	12 th	
Goal 1: All students will become proficient readers and writers of the English Language.	Reading (Terra Nova or Developmental Reading Assessment)	2x year	2x year	1x year	1x year				
	CA State Standards and CCSS	1x year	1x year	1x year	1x year	1x year	1x year		
	AP					1x year (if chosen by student)	1x year	1x year	
	CAHSEE					1x year	(if necessary)	(if necessary)	
	MAP	2x year	2x year	2x year	2x year				
	Internal Benchmark Assessments	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year
	Internal ELD assessment for ELs	Min 2x year	Min 2x year	Min 2x year	Min 2x year	Min 2x year	Min 2x year	Min 2x year	Min 2x year
Goal 2: All students will become proficient in mathematical skills and content.	CA State Standards and CCSS	1x year	1x year	1x year	1x year	1x year	1x year		
	AP					1x year if chosen by student	1x year	1x year	

	CAHSEE					1x year	(if necessa ry)	(if necessa ry)
	MAP	2x year	2x year	2x year	2x year			
	Internal Benchmark Assessment	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year
Goal 3: All students will become proficient in science concepts and scientific thinking.	CA State Standards and/or Next Gen Science test	n/a	n/a	1x year	1x year	1x year	1x year	
	AP					1x year (if chosen by student)	1x year	1x year
	Internal Benchmark Assessments	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year
Goal 4: All students will become proficient in social science practice and content.	CA STAR Test	n/a	n/a	1x year	1x year	1x year	1x year	1x year
	AP					1x year if chosen by student	1x year	1x year
	Internal Benchmark Assessments	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year	Min. 3x year
Goal 6: All EBIA graduates	Exhibitions	1x year	1x year	1x year	1x year	1x year	1x year	1x year

will be college ready and will graduate from college (includes 21 st century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21 st century world.	SEL Assessment by Advisor	1x year	1x year	1x year	1x year	1x year	1x year	1x year
	EAP (CSU)						1x year	1x year (EPT/ELM)
	ACT			Explore	Plan	1x year	2x year	2x year (optional)
	SAT					1x year PSAT, (optional)	2x year (optional)	2x year (optional)

EBIA will work to have enough external assessments each year so that the EBIA community is well informed about the progress of our students as compared to other students in CA, the nation, and the world. However, we are aware that high stakes external tests, while important, also take time to administer and can take an emotional toll on student; therefore, they can be a liability to the overall learning process and ultimate goals of our mission and must be used judiciously.

INTERNAL ASSESSMENTS

In order for students to show mastery of a standard, they will take an assessment when they have completed the playlist of activities for each standard. However, to ensure that all students are on track, the Charter School leader will determine a data and assessment schedule. The internal assessments will be mostly internally developed, although we will contract for assistance in developing the multiple choice sections so that they are accurate representations of the external assessments that our student will take (i.e., the CCSS assessments, CA State assessments, ACT, and AP). The development of internal assessments is considered one of the key components of the teacher development cycle; therefore, internal assessments will always be at least partially developed within the EBIA organization. The EBIA Internal Assessment Cycle is shown below.

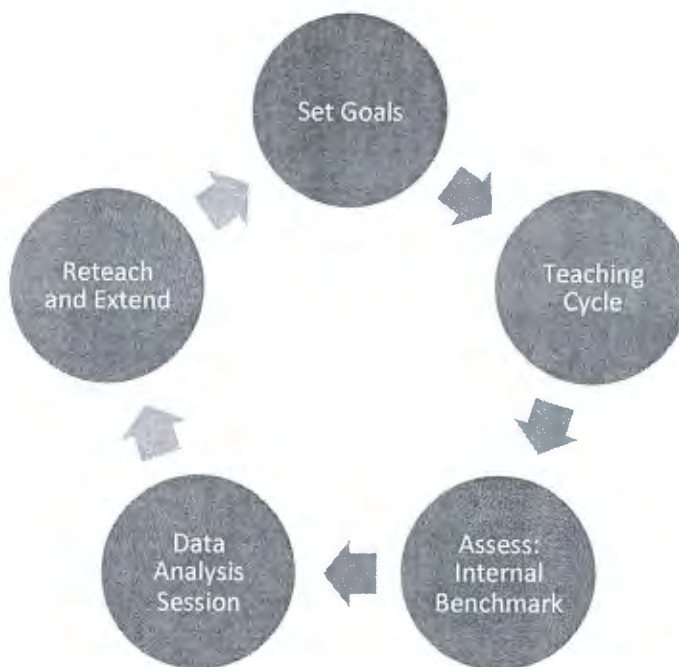
As shown, a large amount of time is spent analyzing internal and external data. Teachers at EBIA have a number of weeks during the school year devoted to professional development and preparation, so that data can be analyzed and action plans built and updated to ensure solid personalized instruction for each student.

Finally, students will have large, summative assessments at the end of each year in the form of expeditionary projects. Students will also create digital portfolios of their work, and defend them to a panel of community members. Faculty will determine whether or not students met grade level and subject level outcomes via assessment of these exhibitions and portfolios.

DATA ASSESSMENT CYCLE

The data assessment cycle at EBIA is shown below. In order to capitalize on the large amounts of time for analysis and teacher development that are created by the use of the Intersession schedule, the data analysis sessions must be very well organized, and differentiated for each teacher and grade level. The process that we envision for these days is outlined in the diagram below [Figure 24]:

Figure 24 - EBIA Data Assessment Cycle



OVERVIEW OF DATA ANALYSIS SESSIONS

Overview: These sessions are at the end of a cycle, which usually coincide with approximately one Unit of instruction. Teachers will have the following objectives for the sessions:

- Grade any short answer, open-ended responses with rubrics and upload data
- Analyze student data and identify each student's strengths and challenges with the standards of the unit(s)
- Identify trends across student/classes with respect to standards, and particularly amongst subgroups.
- Reflect on lesson planning and execution of lessons; draw conclusions about how each affected student outcomes
- Decide upon and document changes to lesson plans and execution for next year
- Create an action plan for each student and class to ensure they learn standards from previous Unit (s), including possible options of
 1. Re-teach to entire class
 2. Re-teach to small groups / Extension for others
 3. Re-teach outside of class time (Office Hours, tutoring, Saturdays, Intersession)
 4. Spiral key themes into upcoming Unit
- Review data for all advisees and call/email each student and his or her parent for discussion of current academic standing
- Modify / create lesson plans for unit based on data and review of upcoming assessment

Alternatively, these data sessions may be in teams, and the steps would be as follows:

- Grade any short answer, open-ended responses with rubrics and upload data
- Work in teams to analyze data
- Work in teams to create action plans
- Work in teams to design lesson plans for next unit

During longer data sessions in intersession, the same steps will occur. The biggest difference is that there will be

- More in-depth collaboration and sharing of teachers around successes and challenges
- More in-depth work with school leadership on reflection and action plans
- More cross grade level and vertical team time to look for patterns across courses, and also to see gaps and strengths across years (i.e., for 7th grade Science teachers to share

with 6th grade Science teachers that student are showing gaps in their knowledge of cells – these teachers can then work together on improving the 6th grade lessons on cells, or discuss how to spiral cells more frequently into the 7th and 8th grade curriculum)

- Time for visits to great schools/teachers outside of the EBIA organization. For example, 6th grade English teacher identifies that her student are struggling with grammar and her school leader helps her coordinate to go observe another teacher in the area who is strong in grammar instruction.
- School-wide sharing of key learnings, successes, and challenges – faculty will commit to being a powerful learning community that shares successes and struggles

The final Intersession Data Analysis session is during the final intersession. It will feel very similar to the other sessions, but will have less focus on planning for the next session. Rather; there will be increased focus on detailed reflection and sharing of what worked and what we need to improve for the following year. The steps are, again, similar, but heavy emphasis is placed on analyzing the data from the entire year in teams of teachers, and then documenting what to change for the following year, especially in terms of assessments.

PROFESSIONAL DEVELOPMENT FOR DATA ANALYSIS

In order to ensure that faculty members are highly skilled in data analysis, EBIA will utilize the following approach for training all faculty in effective data analysis:

1. LEADERSHIP DATA ANALYSIS TRAINING

School leaders must be experts in data analysis, classroom instruction, and coaching in order for the data analysis cycle to be effective.

2. TECHNOLOGY TRAINING

Many data analysis processes are not effective because either a) the data is too complicated and therefore overwhelming, or b) the data is too difficult to access/process because the leaders and teachers are not experts in the technology tools. In order to avoid these pitfalls, EBIA will make it a point of emphasis in hiring to find faculty and leaders who are technology savvy and excited about the potential of data and technology to revolutionize education. In addition, a significant part of each data analysis session will be on training all educators on how to use the technology tools to analyze data.

3. GUIDED PRACTICE WITH DATA

The main strategy for developing strong data analysis skills among the faculty at EBIA, will be to have teachers receive considerable amounts of guided practice with a data expert, especially as they are developing as emerging instructors. Charter School leadership and more experienced teachers will work closely with less experienced teachers (year 1-3) during the Data Analysis Sessions in order to guide them with daily, consistent feedback on collecting, uploading, analyzing, reflecting, and creating action plans based on their data. Additionally, school leadership and more experienced teachers will have regular “data chats” with newer teachers in conjunction with their PD plans and the Teacher Development Cycle. (See Appendix 1.13 for more information on PD plans.)

4. COLLABORATIVE SHARING AND FEEDBACK

A core teacher (and student) development belief at EBIA is in order to develop a high capacity faculty; each faculty member must have the courage and desire to commit to a public, collaborative growth process. One of the key strategies EBIA will use to build capacity and trust among the faculty is to have regular collaboration around strengths and challenges in each other’s teaching and learning. As part of each professional development session, faculty will regularly share successes and failures with each other, as a way to build trust and communal knowledge around what is working (and not working) in our model. Faculty will also regularly practice giving and receiving feedback with each other, with the cultural belief being that compassionate feedback is a gift that helps everyone grow.

5. SCHOOL-WIDE AND SUB-GROUP ASSESSMENT

EBIA will utilize the Intersession periods to also analyze data at a school-wide level. Data will be compared against other schools, and will also be compared for growth against previous years. This data will be shared with faculty, students, parents, and the general public. EBIA aims to have high transparency with all of our data, and will be forthcoming in our areas of strengths and also our weaknesses. In addition, sub-group assessment will be part of every level of data analysis at EBIA. Because we aim to have a richly diverse set of students at the Charter School, we anticipate having multiple sub- groups large enough for data sets, and we will use those sets at all levels of data analysis.

USE AND REPORTING OF DATA

EBIA will likely use an SIS system such as Illuminate as the primary tool for collecting student data. Illuminate is a Student Information and Data and Analysis System designed specifically for school use to analyze classroom achievement. In addition, when EBIA students apply for college, EBIA will likely use the Naviance data base system to capture all college application and acceptance data.

As described above, EBIA will regularly collect data as outlined in the data and assessment cycle. The Charter School leader will set goals and metrics with faculty at the start of the year and periodically review them during data days in intersession.

DATA COLLECTION:

- Standardized assessment results are available electronically and are uploaded by the Charter School leader, or his/her designee.
- Results from assessments given at school are input by faculty members.
- Information pertaining to student goals is input by advisors or teachers.
- Seniors, advisors and parents enter all relevant college data into the Naviance system.

DATA ANALYSIS:

- Individual students, their parents, and advisor, will analyze each student's individual performance on all of the measures listed on their semi-annual Personalized Learning Plans.
- EBIA faculty will regularly analyze data from all of the tools listed for individual students, as well as school-wide.
- At least twice annually, EBIA's Board of Directors will review the data and related data analysis prepared by EBIA faculty.

REPORTING:

- Results from all of the tools listed in Element 1 are available for each individual student and his/her parents to view at all times via Illuminate's secure web-based platform. This

platform can be accessed from any Internet connection or on specifically designated computers at the Charter School during regular operating hours.

- Annually, the Charter School will publish a School Accountability Report Card (“SARC”) that will be posted on the Charter School’s website and made available in the Charter School lobby.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.
- EBIA will comply with the new Local Control Accountability plan and relevant deadlines, state priorities, school stakeholders, formats and any related regulations and compliance requirements. A Local Control Accountability Plan shall be developed in accordance with a template adopted by the state board. The plan will be reviewed and updated annually, including a budget to implement the actions described in the plan and submitted to, but not approved by, its authorizer. Via our shared decision making process, we will engage faculty, students, parents and the Board, in the plan development and review process.

CONTINUOUS IMPROVEMENT:

EBIA is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will dedicate time at faculty meetings during each semester, and substantial time during intersession periods to analyze the data, and to propose research-based changes to the educational program based upon it. The data cycle outline above details this process. Changes will be adopted based on faculty feedback, and planning for implementation will occur during the intersession periods. Additionally, the Charter School will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges (“WASC”).

ELEMENT 4: GOVERNANCE

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

Education Code Section 47605(b)(5)(D).

NON PROFIT PUBLIC BENEFIT CORPORATION

East Bay Innovation Academy will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. The Charter School will seek tax-exempt status under Internal Revenue Code Section 501(c)(3).

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Please see Appendixes 4.1, 4.2, and 4.3 for the Charter School Articles of Incorporation and Certificate of Amendment to Articles of Incorporation [4.1], draft nonprofit corporate Bylaws [4.2], and a draft Conflict of Interest Code [4.3].

BOARD OF DIRECTORS

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have no less than five (5) or more than eleven (11) directors. All directors shall be designated by the existing Board of Directors. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of EBIA, such that the Board contains expertise in many varying fields and is able to offer advice, direction and discussion to EBIA. All directors are to be designated at the corporation’s annual meeting of the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been appointed or elected as required by the position as described below.

The initial Board of Directors shall be composed of five (5) members serving staggered terms of service of either two (2) or three (3) years each. The staggering of the initial directors' terms of service will be drawn by lot. The EBIA board members are named below (please see Appendix 4.4):

Name	Term*
Amber Banks	TBD
Rochelle Benning	TBD
Laurie Jones	TBD
Tali Levy	TBD
Kimberly Smith	TBD

*Term length drawing to be held after petition is approved, and board formally begins to govern.

The Permanent Board shall include at least one (1) parent/guardian of a currently enrolled student as well as community members. Board members shall be sought who have experience in one or more of the following areas: education, government, law, business, finance/accounting, facilities, or public relations. Employees shall not serve on the Board as Board members.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional board member to ensure that the Board is maintained with an odd number of Directors.

BOARD MEETINGS AND DUTIES

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Make strategic plans;
- Uphold the mission of the Charter School;
- Oversee the implementation of the charter;

- Approve and monitor the Charter School's facility arrangements and plans;
- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve Board Policies;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School Board will adopt a Conflict of Interest Code which complies with the Political Reform Act. As noted above, the draft Conflict of Interest Code is attached within Appendix 4.3. As required, the Conflict of Interest Code will be submitted to the Alameda County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

THE ADVISORY BOARD

The Charter School also has an Advisory Board, consisting of experts in a broad number of education related fields. The Advisory Board serves as a resource and provides guidance to the Charter School Executive Director, Board of Directors, and staff on the latest research and best practices in the field. Its input will help shape the Charter School's strategic plan. In addition, individual members of the Advisory Board may also serve as a sounding board for the Charter School Executive Director, Board of Directors, and teachers on specific issues that may arise during the course of the year.

The Advisory Board includes the following individuals:

- Lande AJose, Deputy Director of California Competes and Board Chair of the National Equity Project.
- Todd Dickson, Founder and CEO of Valor Collegiate Academies, former Summit Public Schools Board Member and Executive Director of Summit Prep.
- Erin Flynn, SVP of Talent Development at salesforce.com
- Peter Laub, Executive Vice President of EdTec
- Gloria Lee, COO of New Schools Venture Fund, Founder and President of Yu Ming Charter School, and previous Bay Area Superintendent for Aspire Public Schools.
- Jessica Tagami, Crocker Highlands PTA President, Writer, and Oakland Community Outreach Expert.

See the Appendix ES.2 for biographies of EBIA Advisory Board Members

THE EXECUTIVE DIRECTOR

The Executive Director will be the leader of the Charter School. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director will work full-time within the Charter School and will communicate directly with the Board of Directors as necessary. The Executive Director must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Propose policies for adoption by the Board;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Establish procedures designed to carry out Board policies;
- Communicate and report to the Charter School Board of Directors;
- Communicate with Charter School legal counsel and any outside consultants;
- Oversee school finances to ensure financial stability;

- Provide assistance to the staff in the development of curriculum;
- Encourage and support teacher professional development;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Ensure all required health and safety requirements and plans are properly documented and communicated to EBIA students and staff;
- Coordinate the administration of Standardized Testing;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;

- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the SARC;
- Establish and execute enrollment procedures;
- Present independent fiscal audit to the Charter School Board of Directors, and after review by the Board of Directors, present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in the dispute resolution procedure and the compliant procedure when necessary;
- Participate in IEP meetings as necessary;
- Attend all Board meetings.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other appropriate employee or third party provider.

PRINCIPAL

The Principal will be hired in Year 3 of the Charter School's operation. The Principal will report to the Executive Director, and will primary be focused on ensuring that EBIA middle school students and certificated staff are supported to ensure the curriculum is implemented to maximize student-learning experiences. The Principal will also serve to support the Executive Director as directed. The Principal will work full-time within the Charter School and will communicate directly with the Executive Directory as necessary. The Principal is responsible for the orderly operation of grades 6-8 at the Charter School.

The Principal shall perform assigned tasks as directed by the Executive Director and shall be required to undertake some or all of the tasks detailed below at EBIA. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers;
- Provide assistance to the staff in the development of curriculum;
- Encourage and support teacher professional development;
- As requested, serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws;
- Ensure all required health and safety requirements and plans are properly communicated to EBIA students and staff;
- Coordinate the administration of Standardized Testing for Grades 6-8;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Hire qualified substitute teachers as needed;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;

- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in the dispute resolution procedure and the compliant procedure when necessary;
- Participate in IEP meetings as necessary.

PARENT ADVISORY COUNCIL

Parents will be encouraged to form a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising the Charter School Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of our program. Charter School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, the results of the annual parent feedback survey, and any concerns and ideas that arise.

PARENT INVOLVEMENT IN GOVERNANCE

In addition to having a parent board member and the parent participation on the Parent Advisory Council, parents will be strongly encouraged to contribute a minimum of 30 hours per family, per academic year to the Charter School. The Executive Director shall maintain a comprehensive list of differentiated volunteer opportunities, including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, being a voice in school decision making when appropriate, attending PLP meetings; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 30 hours of participation. Parents will also fill out a community survey at the end of each year in order to give feedback about the school and their family's experience.

ORGANIZATIONAL CHART

Attached as Appendix 4.5, please find an Organizational Chart.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school.

Education Code Section 47605(b)(5)(E).

The Charter School will recruit professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter.

Prior to Year One, the school leader will spend extensive time recruiting new staff. We will recruit from local universities as well as universities known for their education programs, and post on local and national job boards. EBIA will also investigate recruiting staff from successful alternative credentialing programs such as Teach for America and TNTP. The Board and Advisory Team will also make use of its extensive networks and contacts. Candidates will complete a rigorous selection process based on a competency rubric and consisting of a paper screen, interviews, performance tasks, and a review of curriculum and lesson plan materials. All teachers will be highly qualified under No Child Left Behind, and preferably will hold a Master's Degree in their subject area or in education. We aim to hire a mix of new and more experienced teachers, so that the more experienced teachers can help mentor the newer teachers. Finally, all teachers will hold a CLAD or BCLAD certification which will ensure their training in teaching ELs, and we will specifically seek out candidates with experience teaching urban populations, and those with experience in using new and innovative educational technology tools as well as those who are comfortable analyzing student data. Overall, we are looking for candidates who are good fit with EBIA's mission, educational plan and philosophy.

In accordance with Education Code 47605(d)(1), the Charter School shall be nonsectarian in its employment practices and all other operations. All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the Charter School's employee processing policies and procedures (to include, but not be limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and TB screening).

SPECIFIC QUALIFICATIONS FOR ALL STAFF

The Board of Directors shall define specific employee minimum qualifications, applicable to all employees that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing EBIA's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge of the developmental needs of students.
- Awareness of the social, emotional and academic needs of students.
- Ability to plan cooperatively with other staff.
- Willingness to continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in staff meetings.
- Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the Charter School's development.

ADMINISTRATORS

EBIA will hire an Executive Director to be responsible for the day-to-day management of the Charter School. In Year 3, EBIA will hire a Principal to oversee students and staff in Grades 6-8. The Principal will report directly to the Executive Director.

EXECUTIVE DIRECTOR QUALIFICATIONS

The Executive Director at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers, and, if possible, business experience.

It is desired that Charter School Executive Director possess a masters degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. Charter School Executive Director will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. EBIA will give preference to Executive Director candidates who hold a

valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment.

For more information about EBIA's Executive Director role and recruitment activities undertaken to fill the position, please see Appendixes 5.1 and 5.2.

PRINCIPAL QUALIFICATIONS

The Principal at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the Principal shall possess skills in hiring and supervising excellent teachers.

It is desired that the Principal possess a masters degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. The Principal should demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. EBIA will give preference to candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment.

TEACHERS

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. The Charter School will comply with Section 47605(l), which states:

"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses."

EBIA will retain or employ teaching staff that hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and have experience commensurate with the applicable job specification. Additionally, core teachers, as defined by the charter, shall meet the applicable definitions of the No Child Left Behind Act ("NCLB") highly qualified requirements as illustrated by this table [Figure 25] published by the California Department of Education:

Figure 25 - NCLB High Qualified Requirements

	<p>"New"</p> <p>to The Profession</p> <p>Holds a Credential or an Intern Credential or Certificate Issued <u>on or after July 1, 2002</u></p>	<p>"Not New"</p> <p>to The Profession</p> <p>Holds a Credential or an Intern Credential or Certificate Issued before July 1, 2002</p>
GRADE SPAN	6-12	6-12
REQUIREMENTS	<p>1) Bachelor's degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK: In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or</p> <p>B) Major, or</p> <p>C) Major equivalent, (32 semester units or the equivalent) or</p> <p>D) Graduate degree</p>	<p>1) Bachelor's degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK:</p> <p>In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or</p> <p>B) Major, or</p> <p>C) Major equivalent, (32 semester units or the equivalent) or</p> <p>D) Graduate degree</p> <p>or</p> <p>ADVANCED CERTIFICATION:</p> <p>National Board Certification in the core area</p> <p>or</p> <p>HOUSSE: Complete California's High Objective Uniform State Standard of Evaluation</p>

In addition to the specific qualifications expected of all Charter School staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in EBIA's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, advising, and all forms of written and oral communication.
- Commitment to the philosophy of the Charter School, its mission, core values and common norms.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Deep commitment to student achievement.
- Accepting responsibility and accountability for instruction, and a continued commitment to professional development and growth.
- Taking on school leadership roles and collaborating with colleagues in order to meet the mission.

EBIA may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in noncore, non-college preparatory courses and activities.

NON-INSTRUCTIONAL

All non-instructional staff will possess experience and expertise appropriate for their position with EBIA.

Please see The Employee Handbook in Appendix 5.3.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that 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.

Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation. An early draft of these procedures is attached as Appendix 6.1.

The following is a summary of the health and safety policies to be implemented at the Charter School:

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB TESTING

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations, as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Further, all rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

VISION, HEARING, AND SCOLIOSIS

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

EMERGENCY PREPAREDNESS

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

BLOOD BORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

The Charter School shall function as a drug, alcohol and tobacco free workplace.

FACILITY SAFETY

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: 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 district to which the charter petition is submitted.

Education Code Section 47605(b)(5)(G).

East Bay Innovation Academy is committed to inviting and maintaining a diverse student population. EBIA will have a strong focus on community – both in and outside the school. We will serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics of Oakland. EBIA will ensure that all Oakland residents are given an equal opportunity to enroll their children at the school.

EBIA will engage in a variety of means and strategies to recruit students. These strategies will include

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process. Typically, formal outreach activities for the following school year's enrollment begin in January, and the lottery is held in March.
- The development of promotional materials, such as brochures, flyers, and advertisements in English as well as Spanish and Mandarin.
- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations.
- Visits to local elementary schools, community centers, religious organizations, the Chamber of Commerce, and other community organizations to publicize the school.
- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families.
- Distribution of promotional material to local businesses, libraries, and Oakland Family Resource Centers.
- Cultivation of a media presence by inviting local television and print media to visit the school and learn about the instructional program; on-going updates to EBIA's social media page.
- Open house and school tour visits on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum.

EBIA will document its outreach efforts, and analyze the information to evaluate if we have met our enrollment targets. On an on-going basis, the Charter School will utilize this information to refine its outreach efforts to achieve racial, socio-economic and ethnic balance of its student population.

A detailed description of the planned activities for recruiting the fall 2014 entering 6th and 7th grade class is included in Appendix 7.1.

ELEMENT 8: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable.

Education Code Section 47605(b)(5)(H).

ADMISSIONS OVERVIEW

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or an application fee, nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The only EBIA admission requirement is that students wishing to attend EBIA must follow the Charter School's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. The Charter School will also strongly encourage potential students to attend a non-mandatory information session prior to submitting an application, to give students and families an opportunity to learn more about EBIA's programs.

The open application deadline, which will normally be in the winter for admission in the following September, shall be coordinated with local schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late application for admission will result in the loss of opportunity for admission and enrollment preferences as listed below under "Random Public Drawings". However, late applications will be saved in case the school waiting list is completely exhausted. Late return of enrollment documentation, following notification of admission, will result in loss of place on the admission priority list as defined below in "Random Public Drawings". Students may be placed at the end of the waiting list.

After admission, the following requirements must be met by each student and his or her family after they are selected in the lottery and before enrollment is complete at EBIA.

1. Completion of student enrollment/registration forms including student data sheet, emergency medical information cards, National School Lunch Program application, and other required documents.
2. Review and return signed Student and Parent Handbook attestations.
3. Proof of Immunization
4. Home Language Survey
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend EBIA exceeds the Charter School's capacity, attendance, except for existing students who are guaranteed admission in the following school year and any student exempt from the random public drawing, shall be determined by a public random drawing for each grade level conducted in advance of the academic semester.

As defined in EBIA's Admission Policy (See Appendix 8.1), admission preferences in the case of a public random drawing shall be given to the following students in the following order of declining priority

1. Children of EBIA employees, the EBIA Board of Directors, and EBIA Founding Families are exempt from the random public drawing, and will be admitted to EBIA, provided all enrollment materials are fully completed and submitted by the announced deadlines. (Please see Appendix 8.1 for further details.)
2. Siblings of enrolled students are exempt from the random public drawing and will be admitted to EBIA, provided all enrollment materials are fully completed and submitted by the announced deadlines.
3. Residents of the District participating in the random public drawing will be given a 2:1 weighting factor, or as otherwise agreed upon with the authorizer.
4. All other applicants.

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program ("PCSGP"), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the lottery. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will be provided at EBIA new applicant information nights, on the EBIA website, and on the EBIA application required of all applicants. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process as a part of the EBIA school application process and on the school website.

It is anticipated that the Charter School will conduct the random public drawing in early March for enrollment in fall of that year.

LOTTERY PROCEDURES

1. The lottery will take place within 7 days of closing the open enrollment period. For the 2014-15 school year, application/lottery forms must be received by February 28, 2014, 7:00 pm.
2. The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. For the 2014-15 school year, the drawing will take place on a weekday during the first week of March, at 7 p.m.

4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School. This information will be posted on the EBIA website and emailed to all Fall 2014 school applicants.
5. The lottery shall draw names from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade, the ballots shall be drawn by a Charter School administrator or Board member.
7. The drawing shall continue until all names for that grade level are drawn.
8. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. Families promoted off of the waiting list shall be informed by telephone and in writing and shall have a maximum of seven (7) calendar days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
10. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.
11. Applications received after the close of open enrollment will be added to wait list after the lottery, in order received, and will be contacted for enrollment when lottery wait list is exhausted.
12. The random public drawing for the first year, should it be necessary, will be held the first week of March, 2014. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student's status on the waiting list.

PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School Board as necessary. In year

one (1), if the charter is approved after the beginning of the timeline specified herein, the schedule proposed in the table [Figure 26] below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

Figure 26 - Application, Drawing, Admission Process

January – February	Application forms available at school administrative office or online at the Charter School’s website.
February 28	All application forms due to Charter School.
First week in March	Public random drawing conducted (if necessary).
Second week in March	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.
Last week in March	Completed enrollment packets due back to the Charter School, which should contain all required elements described in the Admissions Overview section above.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: 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.

Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled.

Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the Charter Schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The

Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. ENUMERATED OFFENSES

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property

damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her

age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to

a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. AUTHORITY TO EXPEL

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the

hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the

complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's

obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting

regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

Education Code Section 47605(b)(5)(K).

Certificated employees shall participate in the State Teachers' Retirement System ("STRS"). Non-certificated employees shall contribute to federal social security. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage have been made.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: 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.

Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

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

Education Code Section 47605(b)(5)(N).

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines

and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Please see Appendixes 14.1 EBIA Draft Uniform Compliant Policy and Procedures; and 14.2 EBIA Draft Policy Against Harassment and Sexual Harassment.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

Education Code Section 47605(b)(5)(O).

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 ("EERA"). The Charter School shall comply with the EERA.

ELEMENT 16: CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

Education Code Section 47605(b)(5)(P).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Charter School will comply with the District's approved procedures for school closure in the event that the charter is relinquished, revoked, or not renewed.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Alameda County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store

the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit

public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the three budget scenarios described in Appendix MP.1, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

BUDGET AND FINANCIAL REPORTING

Governing Law: "The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

Education Code Section 47605(g).

Attached, as Appendixes MP.1, MP.2, and MP.3, please find the following documents:

- A projected three year budget including startup costs and cash-flow for EBIA's three financial scenarios. (Scenario #1 – Prop 39 Facility; Scenario #2 – School Rents Facility, and Scenario #3 – School Rents Facility and Does Not Obtain PCSGP).
- EBIA LCFF Calculator Workbook
- EBIA financial model narrative for all three scenarios.

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

ADMINISTRATIVE SERVICES

Governing Law: "The manner in which administrative services of the school are to be provided."

Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. EBIA intends to contract with EdTec, or another similar service provider to meet the Charter School's administrative needs.

FACILITIES

Governing Law: "The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate."

Education Code Section 47605(g).

The Charter School plans to request facilities from the District through Proposition 39. If the Charter School is not able to secure facilities from the District through Proposition 39, it will secure appropriate private facilities within the District's boundaries. The Charter School wishes to locate in an attendance area of a school that is in Program Improvement (PI) Year 3, 4, or 5, and has an Academic Performance Index (API) decile rank of 1 or 2.

The Charter School should be able to house all EBIA students as enrollment grows year over year, and be located in a central location that is easily accessible by public transportation from most Oakland neighborhoods. The Uptown or West Oakland neighborhoods are two areas that seem particularly suited for EBIA's location; however EBIA is willing to consider any available

OUSD building that would be appropriate for its needs. It is anticipated EBIA's facilities would be built out over a number of years to include the following ideal end-state components:

Facility Component	Requirement Description
Technology Infrastructure	Technology will be ubiquitous at EBIA and is core to its model. An EBIA facility should support a state of the art wireless computer network and its associated infrastructure (e.g. servers, routers, printers, electrical outlets, ample wired/wireless network access, etc.) and media hardware (overhead projection, screens, electronic whiteboards, etc.). Network bandwidth should be able to support all authorized users without restriction. Access and temperature controlled area is needed to house network equipment and servers.
Great Room	A "WOW" space commons area for formal and informal gatherings and presentation of student work that serves as the intellectual hub of the school. A flexible space with high ceilings that can be deployed for school-wide morning meetings, exhibitions, events, and performances. Full audio/visual capabilities and stage lighting adapted to use for theatrical performances, and an overhead curtain that can subdivide that space in a variety of ways, are important features.
Teaching Neighborhoods (Clustered Seminar Rooms with Adjoining Common Area and teaching team office)	<p>The creation of teaching neighborhoods promotes ownership and personalization by breaking down the school into smaller subsets:</p> <ul style="list-style-type: none"> • Seminar rooms ideally have acoustically rated, movable walls that support a variety of room configurations and activities. This facilitates team teaching, project-based learning, and flexible instructional models. Students make use of the flexibility that the seminar rooms afford them, working individually and in groups large and small. Teachers work in teams to design integrated projects that cut across subject area boundaries. • Teaching neighborhoods would ideally cluster seminar rooms in groups of four, with a shared "open studio" common space area for group work, exhibits, and meetings for each cluster. • Teams of math/science and humanities teachers share offices that adjoin seminar rooms in the teaching neighborhoods they work in.
Project Studios	The facility should have spaces that would be used as project studios for student group work, gatherings, and presentations. These spaces would be used as combination exhibition spaces, project building studios, study areas, and computer labs.
Laboratories	The ability to house laboratories supporting flexible general science and robotics project labs where students can build what they have designed on computers. These labs would ideally be connected to outdoor space with additional storage for building and storing large scale projects. Furthermore, art and information technology multi-media laboratory space is needed.
Indoor/Outdoor Connection	Space that integrates indoor and outdoor space – to drive learning, creativity, and to support project-based learning. Ideally EBIA would have indoor and outdoor eating spaces and an outdoor amphitheater to extend the learning environment and take advantage of Oakland's great climate.
Venues for Display	Circulation throughout the facility takes place in galleries/exhibition areas used to display and exhibit student work. Students will curate exhibits across the school in these highly trafficked areas.
Education Specialist Offices	Office(s) needed for 1:1 assessment, counseling and instruction of special needs students.
Offices/Reception	Facility should have offices available for school administrative staff, and a reception area to greet guests and to ensure school security and physical access procedures are strictly enforced.

Food Service Area

Kitchen and food distribution facilities set-up to prepare, distribute, and consume breakfast and lunch to students. End-state ideal would be a central point for food preparation, and distributed café style delivery at a few various locations at the school.

Fitness Facility

To facilitate and host student sports activities.

TRANSPORTATION

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

MEALS

We intend to provide meals to our students. However, we reserve the right not to provide this service.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the school and upon the District.

Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2014 through June 30, 2019.

EBIA FOUNDING TEAM: BIOGRAPHIES

AMBER BANKS – MEMBER OF EBIA BOARD OF DIRECTORS

Amber is a Practice Associate at Education Trust West, where she identifies and advocates for strategies that ensure opportunities for low-income students in California to receive a high-quality public education. She has worked as a teacher, researcher, and advocate in the education sector for the past fifteen years and is a dedicated champion of education equity. She started her career as a special education teacher in Los Angeles, and has taught students from a variety of backgrounds in all grades and subjects. Amber has designed and implemented innovative inclusion programs, project-based curricula, and teacher professional development. In addition, she directed a parent leadership and training initiative in South Seattle and worked as a research assistant focused on diversity and school/community partnerships at the University of Washington. Most recently, Amber completed an Education Pioneers Yearlong Fellowship at the Pahara Institute and is currently a member of the Education Pioneers Bay Area Alumni Board. She holds a B.S. in Journalism from Boston University and is completing a Ph.D. in Education Leadership and Policy Studies at the University of Washington. Amber lives in Oakland with her husband and their adorable cat, Sophie.

ROCHELLE (SHELLEY) BENNING – MEMBER OF EBIA BOARD OF DIRECTORS

Shelley is a co-founder and board member of the East Bay Innovation Academy. A business leader with 20+ years of experience in Audit, Risk, Compliance, and Finance, Shelley currently serves as the Director of IT Compliance Operations and Leadership Administration for Kaiser Permanente, the largest managed healthcare organization in the United States. Previously she worked as a Director of Internal Audit for Charles Schwab & Co and the Operations Finance Director for Levi Strauss Europe Middle East and Africa. Shelley was a 2010 participant in the Aspen Institute – NewSchools Fellowship program, "The Aspen Seminar on Leadership, Values, and The Good Society". In 2012 she completed Harvard Business School's High Potential Leadership Program, and began coursework to attain Stanford University's Advanced Project Management certification. She has an MBA and BS degrees from San Francisco State University, and holds Certified Information Systems Auditor (CISA) and Project Management Professional (PMP) professional certifications. Shelley lives in Oakland with her husband and two children, ages 8 and 10.

VIVIAN CHANG

Vivian Chang is a consultant-practitioner seeking to support organizations to doing their best work in advancing environmental and social justice. Her grounding comes from almost 20 years of experience in the field, where she had a particular focus on leading and designing innovative grassroots policy campaigns that have resulted in significant victories for low income communities and communities of color. She most recently served as Director of State and Local Initiatives at Green For All. Prior to that, Ms. Chang served as the Executive Director of the Asian Pacific Environmental Network, a nationally recognized environmental justice organization focused on building leadership in Asian immigrant and refugee communities. As a well-recognized experienced organizer in the Asian community, Ms. Chang has spoken on numerous panels as well as in media outlets including KPFA (the Bay Area's Pacifica network radio station), National Public Radio, the most popular Chinese ethnic media outlets including Sing Tao and Channel 26 KTSF. She holds a Masters degree in Urban Planning from the University of California Los Angeles (UCLA) with a concentration in regional economic and community development. Ms. Chang is a recipient of the 2007 Gerbode Fellowship, Oakland's 2009 Woman of the Year award, and most recently was highlighted in Dorka Keen's book Eco Amazons: 20 Women Who are Transforming the World.

LYNDA DEAKIN

Lynda Deakin is a Partner at IDEO and has over fourteen years of experience at IDEO. She is the leader and co-founder of IDEO's Food & Beverage practice as well as a lead in the Consumer Experience Design business community. In these roles, Lynda helps companies and organizations identify opportunities for growth and solve their toughest problems.

Lynda's passion for understanding the consumer needs and business context behind products, coupled with her experience working with a broad range of food and beverage clients, led her to found the Food & Beverage practice at IDEO. Using brand as the anchor which supports the user experience, Lynda has creatively directed projects which have enabled companies to express their vision and realize their goals. Lynda has worked with clients such as ConAgra, Campbell's, Wrigley, Boston Market, Anheuser-Busch InBev and Procter & Gamble. Lynda lives in Oakland with her husband and two children.

ELANA FEINBERG

Elana has over a decade of experience in education, working as a teacher, administrator and counselor in both charter management organizations and at large public school districts. Her consulting practice focuses on teacher and leader effectiveness and curriculum and instruction, working with Syracuse City School District (NY), Hillsborough County School District (FL), Stanford School of Education, and Winning Play\$. Her areas of expertise include: curriculum development, educational technology/user experience design, high quality instruction and teacher effectiveness, college readiness, data analysis, school operations, teacher and leader recruiting and staffing, and culturally responsive teaching. Previously, Elana spent five years working at Summit Public Schools (Redwood City, CA) as the Director of College Readiness, Assistant Director, and as a history teacher. At Summit, she created and implemented a college readiness program, and a comprehensive data dashboard, and coached and mentored teachers. She was also a Leadership Fellow, instrumental in growing the organization from one school to six schools. Elana honed her practice teaching all levels of social science at San Mateo High School (San Mateo, CA) for four years and was an Americorps member in the Harlem Children's Zone. Prior to her experience in education, she spent five years working with Silicon Valley technology start-ups. She holds a Masters degree in Education and a teaching credential from Stanford University and a Bachelor of Arts degree from Barnard College, Columbia University in Political Science.

MELISSA HELLER

Melissa is a recruiting veteran, profitable entrepreneur, and active community volunteer, with a special focus on fundraising and women's leadership. After receiving her law degree in 1998, she worked at Romac International's San Francisco office and was a senior associate at Korn/Ferry International in San Francisco. At both companies, she developed and managed executive searches, spearheaded recruitment processes for executives, and oversaw client expectations. She left corporate life to start her own company, Let's Go Strolling, and built the online and brick-and-mortar baby boutique based in Oakland. While working as an account executive for online restaurant partnership startup MOGL, Melissa headed the team responsible for building Crocker Highlands Elementary School's \$325,000 PTA budget. She additionally worked as the co-chairwoman of the school's auction, which saw net profits jump 27.5 percent in the first year under her helm, and 28 percent during her second term. Melissa is

also active with the Jewish Federation of the East Bay, Women's Philanthropy Board, and in the Temple Sinai Development Committee, Capital Campaign Committee, and Rabbi Search Committee. Melissa lives in Oakland with her husband and her 2 sixth-generation Oakland children.

LAURIE JACOBSON JONES – MEMBER OF EBIA BOARD OF DIRECTORS

Laurie is a co-founder and board member of the East Bay Innovation Academy. A technology leader with 20+ years of experience, Laurie currently is the CEO and founder of Customer Zen, a privately held firm that helps emerging technology companies build their Customer Success Delivery capabilities. Previously Laurie worked as the VP of Operations at Salesforce.com, VP of Professional Services Operations at SupportSoft, VP of Global Customer Support at Embarcadero Technologies, and as the Vice President of Customer Support at PeopleSoft. Laurie has a BA from San Jose State University and a certification in early childhood education. Early in her career, Laurie taught and was the assistant director of a preschool. Her work with children has continued since through volunteer roles at the Junior Center of Arts and Science, Girl Scouts, Girls Leadership Institute and Camp Reel Stories. Laurie lives in Oakland with her husband and two children, ages 3 and 8.

EMILY (EMI) JOHNSON

Emi Johnson retired from the El Dorado County Office of Education in June, 2011. For 10 years she served as the SELPA Director for El Dorado and for the last five of those years was also the SELPA Director for the El Dorado County state-wide Charter SELPA.

The Charter-only SELPA was a pilot with the California Department of Education and the State Board of Education. Starting in 2006-07 it has grown from representing 10 initial schools to over 200 schools.

Prior to coming to El Dorado, Emi served as the District and County Superintendent of Amador County schools, Director of Special Education, Professional Developer, faculty member of several colleges and universities and a general education and special education teacher. Emi holds a M.A. in Educational Administration, M.A. Special Education and a B.A. Psychology/Early Childhood Education.

Emi now serves as a consultant to support charters and districts with special education.

TALI LEVY – MEMBER OF EBIA BOARD OF DIRECTORS

Tali Levy has been an Alameda County Public Defender for fifteen years. During that time, she has represented indigent clients in all aspects of their criminal cases. From misdemeanors to complex felonies, she represents clients in all court proceedings, including pretrial conferences, motions, court trials and jury trials. Through negotiation and litigation, she achieves the best possible outcomes for her clients. She spent two years working in Drug Court, working collaboratively with the court, district attorney and treatment providers to assist clients with serious substance abuse issues. For the last 2.5 years, she has worked at the Alameda County Juvenile Justice Center, representing minors in delinquency cases. She has served as the Public Defender representative to the Alameda County Restorative Justice Task Force. She holds a JD from Stanford Law School, an MALD from the Fletcher School of Law and Diplomacy at Tufts University and a BA from UC Berkeley. She lives in Oakland with her husband and two children.

MADISON MOUNT

Madison Mount, an Associate Partner at IDEO, directs IDEO's Food & Beverage practice and co-leads the Consumer Experience Design group. In all of his roles, Madison works with client organizations to solve their toughest problems, from advising them on strategic business decisions to envisioning the offers that bring those strategies to market. Madison founded the Food & Beverage practice to feed his passion for understanding the business context and consumer needs behind products. F&B, therefore, looks at people's unmet needs, desires, and aspirations when tackling industry design and innovation challenges, whether developing the next multimillion-dollar product platform or creating weight-management strategies for dieters. Madison has worked with clients such as PepsiCo, ConAgra, Campbell's, Wrigley, Kellogg, and the Gates Foundation.

Based in San Francisco, Madison also co-leads the Consumer Experience Design practice, IDEO's largest business unit, where he focuses on designing brand-relevant consumer experiences that create business growth and impact. His clients have included Levi's, Visa, Timberland, Callaway Golf, and Procter & Gamble. Before joining IDEO, Madison helped start Innovation Arbitrage, an innovation incubator responsible for the development, funding, and creation of idea-led companies. Madison lives in Oakland with his wife and two children.

LOUISE KNAPP POLLARD

Louise has spent years as an office manager, journalist, and market researcher, before making the switch to manage her family full-time. She has also plunged into efforts to bolster awareness of EBIA, applying her workforce skills to coordinate efforts to raise EBIA's profile in several communities. Louise attended Middlesex University, London, and received a BA Hons: English Literature/Philosophy.

KATIE RITTENBERG

Katie graduated from the University of Notre Dame in 1997 with a BS in Science Preprofessional Studies. She received her Doctorate of Physical Therapy from the University of Southern California in 2000. She works at Sports and Orthopedic Specialists in Oakland, California, where she specializes in the evaluation and treatment of patients with musculoskeletal pain and dysfunction. She lives in Oakland with her husband and two sons, and strongly believes in quality public education. Katie is an active member of the Crocker Highlands PTA, volunteers weekly in her child's classroom, and participates on the garden committee. Katie is one of the Outreach coordinators for the East Bay Innovation Academy.

OWEN ROGERS

Owen Rogers, a senior partner at IDEO, leads the Palo Alto and San Francisco offices. He brings his consumer experience expertise to various industry sectors, including food and beverage, consumer electronics, and consumer products. He personally manages client relationships with HBO and Snap-on, for whom he is a strategic adviser. Since joining IDEO in 1998, Owen has worked in many of IDEO's global offices, most recently Shanghai. After spending 6 months in the Shanghai office, he continues to lead the firm's Asia growth strategy, which includes various locations and business units.

In addition, Owen is involved in a new business unit called IDEO Venturing, which aims to explore innovative opportunities with key partners. He is particularly passionate about developing working relationships with other design firms and creative agencies across North America. His goal is to encourage sharing in the creative community, to bring design thinking and collaboration to clients' businesses and ultimately create knowledge and financial upside for all involved.

Owen serves as a director on the boards of Allen Edmonds, a global leader in men's dress shoes, and CleanWell, a start-up company based in San Francisco that he co-founded. He frequently guest lectures and speaks about design for business. Recent lectures include: July 2012, "Design and How it Can Work for You," MobileBeat, San Francisco, CA; March 2011, "Digital Design: Its Delights and Discontents," Imagine 2011, Bellevue, WA; May 2010, "Design?," TEDx Tokyo, Tokyo, Japan; March 2007, "A Conversation About the Chronicle," The Society of Professional Journalists, San Francisco, CA

He graduated from the Royal College of Art in London in 1997 with a master's degree in industrial design. Owen lives in Oakland and has two young boys who keep him busy outside of IDEO, as does his love for making jams and marmalade.

KIMBERLY SMITH – MEMBER OF EBIA BOARD OF DIRECTORS

Kim is a co-founder and board member of the East Bay Innovation Academy. Kim is a veteran in the education reform arena, and currently serves as the CEO and founder of the Pahara Institute, a national nonprofit that aims to identify, strengthen, and sustain diverse high-potential leaders who are transforming public education. Its programs, including the Pahara-Aspen Education Fellowship (previously the Aspen-NewSchools Entrepreneurial Leaders for Public Education Fellowship), are designed to identify seasoned leaders in education reform, and through a time-tested dialogue approach, strengthen, and sustain their efforts to bring about transformational improvements in our public schools – especially those in under-served communities. She is widely recognized as an innovative and entrepreneurial leader in education, and was featured in Newsweek's report on the "Women of the 21st Century" as "the kind of woman who will shape America's new century."

Immediately prior to the Pahara Institute, Kim was co-founder of Bellwether Education Partners. Earlier in her career she served as a founding team member at Teach For America, created and led an AmeriCorps program for community-based leaders in education, managed a business start-up and completed a brief stint in early online learning at Silicon Graphics. After completing her M.B.A. at Stanford University, she co-founded and led NewSchools Venture Fund, a philanthropy focused on transforming public education through social entrepreneurship, where she helped to catalyze a new, bipartisan, cross-sector community of entrepreneurial change agents for public education.

Ms. Smith has helped to incubate numerous education and social change organizations and has served on a range of boards, which currently include those of Pahara, Bellwether Education Partners, NewSchools Venture Fund, Rocketship Education, and ROADS Charter School. She has authored or co-authored a number of publications about innovation and social entrepreneurial

change in education, including “What Is Educational Entrepreneurship?”, “Social Purpose Capital Markets in K–12”, “Creating Responsive Supply in Education”, “Innovation in Education: Problems and Opportunities”, “Supporting and Scaling Change: Lessons from the First Round of the Investing in Innovation (i3) Program”, and “Steering Capital: Optimizing Financial Support for Innovation in Public Education.” She is a Henry Crown Fellow at the Aspen Institute and a member of the Aspen Global Leadership Network. She is based in the San Francisco Bay Area, where she lives with her husband and two daughters.

ERIKA VEXLER

Erika is a design and strategic communications consultant with 15 years of experience developing public education campaigns and rebranding initiatives for non-profit organizations, including California Family Health Council (CFHC), The National Campaign to Prevent Teen and Unplanned Pregnancy, Reading is Fundamental, and San Francisco Ballet. Most recently, Erika was the Strategic Communications Manager at California Family Health Council (CFHC) where she led a major organizational rebranding effort, managed their teen outreach programs, and built their public relations strategy from the ground up. In her first year alone, she garnered 100+ media placements in every major media market and on every major network in California and beyond -- including ABC, NBC, CBS, Univision National News, Jimmy Kimmel Live, Huffington Post, Bill O’Reilly, and more.

As a Latina, Erika also has extensive experience designing and developing culturally-competent communications initiatives for Latino populations. At both the National Campaign and Reading is Fundamental, she was responsible for leading national Latino outreach initiatives involving strategic partnership development, special events, media outreach, audience research, bilingual public awareness campaigns, educational websites, and more. Erika holds a BA from Wesleyan University in Comparative Politics. She is a Bay Area native and lives in Oakland with her husband and three sons.

LAURA YEE

Laura is a Project Manager for Bayer Technologies who oversees the scope definition, engineering design, construction and start-up of Bayer Healthcare's technical facilities to manufacture biotechnology drug products. Her strengths include: building and leading internal teams, as well as external engineering and construction firms; procurement and design of highly technical processing equipment; development and management of schedules; and commissioning and qualification of the manufacturing facility and equipment in a highly regulated environment. Laura handled similar responsibilities while working for Dow Chemical Company and Shell Oil Company. She is the former Chairperson for the Green Committee of

Crocker Highlands PTA, focusing on efforts to reduce waste in the school, and educate students and staff on environmental issues. Not content to let free time go to waste, Laura, also volunteers as a Den Leader for the Cub Scouts North America.

EBIA ADVISORY BOARD: BIOGRAPHIES

LANDE AJOSE

Lande currently serves as the Deputy Director of California Competes and is the Board Chair of at the National Equity Project. Lande is an expert in education and job training of low-income adults. She has extensive experience in developing effective change strategies through her work at BTW Informing Change where she directed complex planning and evaluation engagements related to education, poverty alleviation, workforce development and issues of inequity. Community college success was a major focus of Lande's previous work at MDRC, where she managed a comprehensive evaluation of the Achieving the Dream initiative, and at the James Irvine Foundation. Lande holds a Ph.D. in Urban and Regional Studies from the Massachusetts Institute of Technology and an M.A. in Urban Planning from the School of Public Affairs, University of California at Los Angeles. She earned her B.A. in Diplomacy and World Affairs at Occidental College.

TODD DICKSON

Todd came to the field of education as a second career in 2000 after successfully building the Melton Group, a residential real estate company in Colorado, from 1995-2000. After attending Stanford for a Master's degree in education, he taught physics for five years at the nationally acclaimed public Hillsdale High School, the private International School of Lisbon, and Summit Preparatory Charter before taking the role of Executive Director at Summit Prep.

Under his leadership, Summit Prep was named the #118 best public high school in America for the first time in 2008, and the #76 best public high school in 2009. In 2010, Summit was named one of the Top 10 Transformational Schools in the country by Newsweek (using comparative graduation rates, SAT scores, AP performance, and number of low-income students). 100% of Summit's graduates exceed the entrance requirements for the UC/CSU system and 96% of the four graduating classes have been accepted to at least one four year college, over three times the rate of similar students and high schools in California. For low-income students (over 40% of Summit's student body), Summit Prep sends almost eight times as many students to four-year colleges as similar schools in California. Summit has been featured as an education solution in the nationally acclaimed documentary *Waiting for Superman*.

Todd was recruited to Nashville by Mayor Dean and the TN Charter School Incubator in 2012 to open a new charter management organization, Valor Collegiate Academies. VCA intends to

serve over 3000 students in Nashville over the next ten years in six public charter schools. As the Founder and CEO, Todd has designed an innovative school model that will be known for serving a diverse student body with exceptional personalized education. The first middle school will open in the Fall of 2014.

Todd has been a guest lecturer at Stanford, Vanderbilt, Lipscomb, and Teach for America, and an inaugural member of the Stanford Principal Fellow program. He has presented nationally on differentiation, teacher development, and school leadership.

Todd holds a Bachelor's degree in Electrical Engineering from the University of Denver where he was named the Colorado Engineering Student of the Year amongst all Colorado colleges. He was also was an All-American lacrosse player and team captain. In addition, he holds a Master's degree in Electrical Engineering from Cornell University.

When not thinking about how to transform public education, Todd enjoys spending time with his wife of 13 years and their three young children, ages 5, 3, and 1. He also enjoys running, surfing, and watching all things Colorado sports.

ERIN FLYNN

As Senior Vice President of Talent Development at salesforce.com, Erin Flynn oversees all talent strategies and programs—including leadership and career development, succession planning, talent management, and employee engagement and communications—for a rapidly growing, global workforce. In the nine years she's been with salesforce.com, Erin had led Recruiting, Total Rewards and Employee Success. She has also led the effort to make salesforce.com one of the world's most social, mobile and open corporate cultures. As a result, salesforce.com was ranked among *Fortune* magazine's "100 Best Companies to Work For" in 2009, 2010, 2011, 2012 and 2013.

Before joining salesforce.com in 2004 as Vice President of Recruiting, Erin was Director of Executive and Corporate Recruiting at PeopleSoft. Prior to that, she led recruiting efforts for the Silicon Valley arm of Idealab. Earlier in her career, Erin worked as an executive search consultant.

Erin received a B.A. in Literature from the University of Massachusetts in Amherst. She is an active volunteer through the salesforce.com Foundation as well as with organizations like the Foster Youth Alliance and California Youth Connection.

PETER LAUB

Peter Laub is an Executive Vice President of EdTec, a firm providing business and development services to charter schools. He is an experienced manager and entrepreneur in the education and arts fields. He began his career as the Executive Director of Opera New England, which presented condensed versions of operas for school-aged children. He subsequently worked as a product manager at an e-learning venture and founded a non-profit online arts education company. For the past seven years, Peter has been in charge of client management and finance at EdTec. He has helped launch more than 50 charter schools around California and managed the finances for over 75 schools. He is a regular presenter on charter finance, operations, and governance at state and national charter conferences. Peter lives in Oakland with his wife and two boys, and loves camping and exploring the outdoors with his family. He earned a BA from Yale in History and Music, and an MBA and MA Ed. from Stanford.

GLORIA LEE

Gloria Lee is the Chief Operating Officer at NewSchools Venture Fund, and works in NewSchools' Oakland office. She is also the Founder and President of the Board at Yu Ming Charter School in Oakland. Previously, she was Bay Area Superintendent for Aspire Public Schools. As Area Superintendent, Gloria was responsible for the "double bottom line:" both academic achievement and fiscal stability. Under her leadership, Aspire's Bay Area schools grew by an average of 66 points on the state's Academic Performance Index (4.5x the state targets for growth) over a three year period, and received average parent satisfaction ratings of 90%. Aspire's Bay Area schools also increased enrollment by nearly 40% to over 2700 students – making Aspire's Bay Area region larger than 60% of the districts in California.

Prior to becoming Area Superintendent, Gloria served as the Founding Chief Operating Officer of Aspire for the organization's first eight years. As COO, Gloria crafted key elements of Aspire's growth and business strategy, and developed the systems and processes necessary to bring the Aspire network successfully from 1 school to 17 schools.

Prior to joining Aspire, Gloria was a consultant for McKinsey and Company, helping Fortune 500 companies address major strategic challenges. Gloria also founded a Bay Area office for UCLA School Management Program, a university-based school reform support organization that provided training and coaching to school principals and teachers in leadership and change management. She received her BS in Agricultural Economics at Cornell University, and both a Masters of Business Administration and Masters in Education at Stanford University.

JESSICA TAGAMI

Is an Oakland-based writer with more than 20 years of experience in journalism and editing, having served on a number of both print and online newspapers. In her native New Jersey, Jessica covered politics and the general interest beats. In Southern California, she covered real estate, hotels, and small businesses. Before retiring from newspapers, Jessica won several industry awards, both for her stories and her editing work in Southern California and San Francisco. While working on her first novel, Jessica has been active on several educational boards, having most recently served as president of the Crocker Highlands Elementary School PTA. She is also a board member of the East Bay School for Boys in Berkeley, and is an executive board member of Camp Reel Stories, an Oakland-based nonprofit teaching teenaged girls to control the future of media by empowering themselves with a voice and the ability to create and produce their own stories, in their own words. Believing that experience is the best teacher, she has had a diverse “second career” résumé, including, but not limited to: sheet metal journeyman, freelance artist, political campaign volunteer, billiards hall manager, and volunteer firefighter.

EBIA FOUNDER BIOGRAPHIES

ELIZABETH CARTER is an active mother and community leader, donating her time as an Assistant Troop Leader for Cub Scouts, and as a Match Secretary for the Montclair Soccer Club. She had previously worked at Pixar as a lighting and camera technical director, and had also worked for Rhythm & Hues on special effects for movies. Elizabeth coached two years for Montclair Soccer, and is a classroom volunteer for her elementary age children. She is also involved in helping at her son's co-op preschool.

AMY CATALANO is a jewelry designer who worked for a decade at a design firm as a mechanical engineer. Prior to that, Amy held numerous administrative jobs. She is a volunteer coordinator for her son's preschool, runs a fundraising committee at her other son's elementary school, and volunteers what little free time she has in their classrooms.

STEPHEN CATALANO is a Director for Customer Intelligence at Salesforce.com. He works on data/analytics to better understand customers, in terms of sales, service, and usage. When he's not at work, Stephen is volunteering and participating in his sons' lives, giving time to Boy Scouts and acting as a soccer coach, as well as spending time volunteering through work.

ELISA DUMESNIL is a Licensed Marriage and Family Therapist, as well as a credentialed school counselor, with more than 15 years of experience working with parents, educators, children and adolescents. She has counseled at Head-Royce School in Oakland, Capuchino High School in San Bruno, Leadership High School in San Francisco, Bellarmine College Preparatory in San Jose, and Holy Names College in Oakland. Elisa volunteers at the Family Advisory Council for The Alta Bates-Summit Medical Center's Neonatal Intensive =G3Care Unit , and is the Volunteer Facilitator for Camp Reel Stories, A Media Camp for Girls. She is also active in her children's PTA, as a Library Volunteer, Classroom Volunteer, and as Support for the Annual Auction's Solicitations Committee.

AMIE CHARMAINE EHRHART is a clinical psychologist with a private practice who maintains all aspects of her business. She is on the Access Institute's Spectrum Committee for fundraising, and a member of the Northern California Society of Psychoanalytic Psychotherapy. When she's not helping her patients, or giving time to improve the well-being of others, she volunteers in her child's classroom during the Reading Lab.

JESSICA EVANS currently serves as the Program Coordinator and Faculty at the Reach Institute for School Leadership. She was formerly the Chief Academic Officer at Education for Change for eight years where she focused on teacher, coach and administrator development, as well as building data and instructional systems. Prior to Education for Change, she was the Director of Elementary Education for the Oakland Unified School District (OUSD), where she focused on improving instruction in reading/language arts, English Language Development, and mathematics. She instituted site-based professional development through the Collaborative Inquiry Cycle and Lesson Design Study. Dr. Evans also served as principal of La Escuelita Elementary School. An experienced educator, Dr. Evans has served as a lecturer at UCLA in reading methods and as a research assistant in the education evaluation firm Education Matters, Inc. She holds a B.A. from Stanford University, a M.Ed. from UCLA, and a M.Ed. and doctorate from Harvard University.

CAROLYN BETH FINNEGAN is a chiropractor and the CEO of Align Chiropractic Center in Oakland. She is a true entrepreneur, in that she works in all aspects of her business, from exams, to x-rays, to office management. Prior to Align, Carolyn was an events coordinator in marketing for TechTV. She has spent years volunteering her time at Chapparral House, a nursing home in Berkeley.

AL GHORAI is a consultant with experience in operations and logistics who helped overhaul and maintain his children's school's directory by delivering it into the 21st Century. He received his BS in Chemistry from the University of Michigan, prior to serving in the US Navy.

WENDY GHORAI has spent the past several years running almost every aspect of her children's school's PTA, having served as President, VP of Fundraising, and Recording Secretary, as well as having participated on numerous committees within the association. Wendy's time and energy, as well as her organizational and administrative skills – gleaned from her professional career as a marketing professional - have helped create a better community school.

DEBBI GLOSLI is a real estate broker and a mom passionate about her children's education, having homeschooled her twin 11-year-old boys prior to enrolling them in a local charter school. Her strengths include professional negotiating, sales, event planning, and organizing. Debbie has also volunteered with the Hospice of the East Bay, visiting with patients and offering support.

JAMES GLOSLI is a physicist working for Lawrence Livermore National Laboratory, conducting research and high-performance computing. He tutors his children in math and science to better prepare them for their futures.

KIRSTEN HANSON is a Civil Engineer at Aetypic, Inc. who is responsible for the management and design of retail, commercial, mixed-use, and subdivision development projects, as well as roadway and utility-scale photovoltaic power plant improvements. Kirsten served as President of the Society of Women Engineers, was General Manager of the NOLL/SOLL Farm B boys baseball team, and is an Associate Member of American Society of Civil Engineers.

J. SCOTT JONES is a photographer who runs a business based on motor sports and landscape photography. He had previously worked as a graphic designer for more than 15 years. He donates his spare time at German Shepherd Rescue, is a volunteer English tutor, and is a regular contributor for UK-based Riders For Health charity. When he's not doing all that, he volunteers for his local elementary school's Dad's Club, and contributes to in-class reading time, as well as offering his photography skills to several class events.

IRENE CHO LEE is an active mother and avid volunteer. She previously worked as hospital administrator at Beth Israel Deaconess Medical center, holding leadership position in the Cardiovascular division and research labs. She holds a BA in Sociology from the University of Pennsylvania and post graduate Masters degrees in Business and Health Administration from the University of Pittsburgh. Irene has two children and enjoys spending ample amounts of time volunteering in the classrooms of the public schools they attend.

SHIRA LEVINE is the Community Director for CircleUp, focusing on the Chief Marketing Responsibilities for a crowdfunding startup. Not one to allow free time to tick idly by, Shira also is an Adjunct Professor at San Francisco State University in Internet Marketing; Ongoing Trustee at the Jewish Community Federation of the Bay Area, and is a Former Trustee for the American Jewish World Service. Shira is a regular volunteer and event host for these organizations.

KEENA LUCAS is a Lighting and Electrical Designer, as well as the owner of Lucas Design. She is a soup-to-nuts entrepreneur, acting as the principal designer who is also responsible for creating proposals and contracts, maintaining accounting and typical functions of business, project management, and website design and marketing. Keena has volunteered her time as the Social/ Event Coordinator for Bay Oaks U10 Soccer Team, and volunteers in her children's school regularly.

JENNIFER GLENN MOULTON is a pilates studio owner and instructor, who teaches fitness and rehabilitation methodology to a wide variety of clients. She is charged with hiring and managing her teaching staff, and maintaining a serene and focused but fun environment. Prior to striking out as an entrepreneur, Jennifer was a speech and content writer in the high-tech industry. She had also worked as an educational radio producer in the developing world (Africa and SE Asia), and was an assistant to a producer for a KQED TV show. Jennifer devotes her free time to her children's school, both in the classroom, and as a fundraising volunteer.

DENISE J. NILSSON is very active in her community, and in her daughter's enrichment, serving as a Volunteer Troop Leader and Service Unit Leader Support Manager for Girl Scouts Northern California. Denise is also a school volunteer. She attended University of the Pacific, receiving a Bachelor of Science, Business Administration.

LARS A. NILSSON is an Architect who designs, documents and coordinates residential remodels and new construction projects ranging from \$100k to over \$2m. He has spent the past four years volunteering as a Youth Soccer Coach for the Montclair Soccer Club, and has participated as a volunteer in his children's school during reading programs and field trips.

LESLEY PODESTA was the Executive Director of Running for a Better Oakland since its inception in 2010 until 2013. She is an avid runner and new triathlete who enjoys engaging in her local community in an active way. She holds a BA in English from UC Santa Barbara and a masters degree in English Language and Literature from Mills College. This year Lesley is the co-president of the PTA at Crocker Highlands Elementary School.

CHRISTY PONTE is a self-employed researcher with a background in correlation and editing school textbooks to align with state content standards. She is also a former post-secondary educator, recently teaching ESL composition and grammar at San Francisco State University. Christy holds a BA in elementary education from Bridgewater State University and a Masters in English with a concentration in teaching English to speakers of other languages. Christy is an active volunteer for special events and the public library.

DENNIS QUIRIN is a non-profit executive for Neighborhood Funders Group, wherein he runs a national network of grant makers who conduct philanthropic grant making with a local focus across the country. Dennis is also a program officer and leader of the Race and Equity Collaborative. He is active in the parent community of both of his children's preschools both through volunteering, and connecting with parents and teachers regularly.

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DAVID SCOTT is the Vice President for Research and Development at Optimedica, Inc. He leads, plans, and manages research and development activities for laser cataract surgical platforms. Prior to that, David worked at Intuitive Surgical in the R&D department, and for DaVinci Surgical Robot. He volunteers his spare time to coach t-ball and baseball at NOLL/SOLL, and has offered his time and expertise at his children's school, both in the classroom, and as tech support during the school's annual auction.

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BRIAN SAMUEL STRAUSS is IBM's Director of Field Engineering, Americas. Brian manages a team of 16 software sales engineers across two continents, and helps support his team in their efforts to communicate the value of IBM's products to customers and drive revenue against quarterly targets. Brian also develops sales enablement, messaging, and go-to-market strategies for a small IBM brand. He formerly worked as a web developer, but, like a true Renaissance Man, Brian paid his way through school in a completely different, creative field; by working in restaurants -- most notably, at Chez Panisse in Berkeley. Brian spends his free time as an occasional, ad-hoc volunteer with mountain bike trail building organizations in the East Bay and Marin.

HEATHER TUTHILL is a self-reliant, self-employed pet professional in Oakland who had managed a Montessori school office, prior to managing four-legged friends. She has also volunteered her time as an expeditionary school board member and PTA board member. Heather also volunteers in the classroom at Crocker Highlands Elementary School.

JOANNE VAN DER LAAN LUBY is a Registered Nurse for Kaiser Permanente, responsible for delivering care to sick and injured patients by assessing, planning, intervention, implementation, and evaluation. Extending her care to all living things, Joanne received her BS at UCSB, in Ecology and Evolution, with an emphasis in Botany. Joanne uses her care and patience to volunteer in the classroom and offer school garden support.

ORIT SARAH VOGEL is a mother, cook, maid, chauffeur, butler, tutor, drill sergeant, comforter and dispenser of love. A former travel agent, Orit uses her people skills to volunteer as head of the Hospitality Committee at her child's school, staff the school's front desk, and help in her children's classrooms.

CORINNE WELPTON is a stay-at-home-mom and the VP of Events for Montclair School PTA. Her laundry list of duties include: chauffeur chef, house manager, kid wrangler, groomer, and active school board member. She is the former owner/ chef of a catering business, and is a former Special Ed teacher. Corinne is the Leader for Odyssey of the Mind, and has held various volunteer positions at Montclair Elementary, from room parent, room helper, field trip coordinator, and party coordinator, to Food coordinator/ chef for a Walk-A-Thon, feeding 2,000 people.

LEE ZIMMERMAN is the CEO for Evergreen Lodge at Yosemite, owning and operating the luxury tourist resort in Yosemite that also runs a behind-the-scenes youth employment program serving Bay Area at-risk youth.

Date: March 22, 2013

To: OUSD Board of Education
From: Gary Yee & David Kakishiba
cc: OUSD Superintendent Dr. Tony Smith

Re: **Proposed New Board Policy – Quality School Development**

Legislative Request

On March 27, 2013: To refer the proposed Board Policy on Quality School Development to the Superintendent for analysis and recommendation.

On April 24, 2013: To adopt the proposed Board Policy on Quality School Development, and to direct the Superintendent to report to the Board of Education in October 2013 on the progress achieved toward implementing the adopted Quality School Development Board Policy, including any related changes to district organization, district leadership, program budget allocations, facilities usage, local school governance team structures and decision-making processes; and communications to all district schools, charter schools, and contract schools regarding the Board policy on Quality School Development.

Rationale

On June 18, 2011, the Governing Board of the Oakland Unified School District (OUSD) adopted a Five-Year Strategic Plan, which established the OUSD's mission as one of becoming a Full-Service Community School District that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day. Embedded in our adopted mission and five-year strategic plan is the Board's aspiration to ensure that every public school operating under its jurisdiction demonstrates both high quality and high achievement.

OUSD has recently developed key planning and accountability structures to support the development of high quality schools, including: 1) Standards for School Quality; 2) School Quality Review rubric and process; 3) Community School Strategic Site Plan tool and process; 4) Balanced Scorecard goals, outcomes, and measures, and accountability report schedule; 5) District Budget Priorities aligned to Balanced Scorecards goals and outcomes; 6) Partnership School Agreements with public charter schools; and 7) Board Policy on School Governance.

However, we recognize that our collective ability to accelerate positive change in our district and in our schools is challenged by three longstanding conditions:

1. OUSD lacks a robust infrastructure and a durable process to build the capacity of all of our schools to effectively practice continuous quality improvement.
2. The decline of Oakland's school-age population and the growth in the number of public charter schools have created significant and evolving challenges to the organizational sustainability of both public district schools and public charter schools.
3. The combative relationship between the OUSD and the Oakland Education Association has often prevented the two parties from engaging in sustained dialogue to craft agreements that improve school quality and sustainability across the entire city.

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

BP 6005

Instruction

Quality School Development

The Board of Education is responsible for ensuring that the Oakland Unified School District (OUSD) is a high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.

The Board of Education is committed to providing all students a continuum of high-quality schools, including schools that are directly operated by the OUSD; public charter schools authorized by the Oakland Unified School District; and schools funded by, but are not exclusively operated by the Oakland Unified School District.

Toward realizing this promise, the Board of Education shall:

1. Establish comprehensive school quality standards, outcomes, and measures by which all schools are expected to make steady progress toward and achieve.
2. Establish a school quality review process in which all schools continuously participate to assess the state of their school in relation to established school quality standards, outcomes, and measures, and to identify key priorities for school improvement.
3. Establish a school quality improvement process in which all schools, through their school governance team, are held accountable to develop a rigorous three-year school quality improvement plan (Community School Strategic Site Plan). The school quality improvement process shall engage, guide, and support school governance teams to identify, as necessary:
 - a. Evidence-based or promising strategies and practices that are relevant to the conditions and needs of their school;
 - b. Qualified Diverse Providers to implement one or more elements of their school quality improvement plan; and
 - c. Resource Utilization Plan to describe how school resources – people, programs, money, and time – are coherently aligned to achieve the school quality improvement plan’s goals, theory-of-action, and strategies.
4. Authorize the implementation of three-year school quality improvement plans, which have been recommended for approval by the Superintendent.
5. Establish a “Quality School Development Innovation Fund” to provide targeted investments to catalyze implementation of Board-approved school quality improvement plans.
6. House qualified public charter schools and contract schools in Oakland Unified School District school facilities.

4/24/13

Diverse Charter Schools

Can Racial and Socioeconomic Integration Promote
Better Outcomes for Students?



Richard D. Kahlenberg and Halley Potter

May 2012

Published by

PRRAC

*Poverty & Race
Research Action Council*

THE CENTURY FOUNDATION

ABOUT THE POVERTY & RACE RESEARCH ACTION COUNCIL

The Poverty & Race Research Action Council (PRRAC) is a civil rights policy organization convened by major civil rights, civil liberties, and anti-poverty groups in 1989–90. PRRAC's primary mission is to help connect advocates with social scientists working on race and poverty issues, and to promote a research-based advocacy strategy on structural inequality issues. PRRAC sponsors social science research, provides technical assistance, and convenes advocates and researchers around particular race and poverty issues. PRRAC also supports public education efforts, including the bimonthly newsletter/journal *Poverty & Race*, and the award-winning civil rights history curriculum guide, *Putting the Movement Back Into Civil Rights Teaching* (co-published with Teaching for Change). At the present time, PRRAC is pursuing project-specific work in the areas of housing, education, and health, focusing on the importance of "place" and the continuing consequences of historical patterns of housing segregation and development for low income families in the areas of health, education, employment, and incarceration. PRRAC's work is informed by an extensive national network of researchers, organizers, attorneys, educators, and public health and housing professionals.

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The Century Foundation is a progressive nonpartisan think tank. Originally known as the Twentieth Century Fund, it was founded in 1919 and initially endowed by Edward Filene, a leading Republican businessman and champion of fair workplaces and employee ownership strategies, all with an eye to ensuring that economic opportunity is available to all. Today, TCF issues analyses and convenes and promotes the best thinkers and thinking across a range of public policy questions. Its work today focuses on issues of equity and opportunity in the United States, and how American values can be best sustained and advanced in a world of more diffuse power.

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Cover photo: Aaron (left), Jaiden (center), and Jayla (right), first graders at Community Roots Charter School in Brooklyn, New York, enjoy a book together. Photo by Sahba Rohani.

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EXECUTIVE SUMMARY

The education policy and philanthropy communities to date have placed a premium on funding charter schools that have high concentrations of poverty and large numbers of minority students. This report asks: Might it make more sense for foundations and policymakers to embrace a variety of approaches, including efforts to demonstrate the feasibility and value of racially and economically integrated charter schools?

I. THE CURRENT PRIORITY ON HIGH-POVERTY, RACIALLY ISOLATED SCHOOLS

As a result of the current focus of public policies and philanthropic priorities, the nation's charter schools are more likely than traditional public schools to be high poverty (51–100 percent of students receiving free and reduced-price lunch), extremely high poverty (76–100 percent free and reduced-price lunch), or racially isolated for minorities (90–100 percent of students are racial minorities).

- In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice.
- Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. In fact, to the contrary, many state charter laws provide an incentive to create high-poverty charter schools. Plus, current federal law requires charters to use blind lotteries for admissions in order to qualify for start-up funds; this takes away some tools (such as income-based lotteries and geographic weighting) that could aid the creation of racially diverse and mixed-income schools.

II. RATIONALES FOR CREATING SOCIOECONOMICALLY DIVERSE CHARTER SCHOOLS AS WELL

While focusing charter school efforts on high-needs students has merit, there is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward supporting charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Widening the focus so that it also supports charter schools that provide high-needs students with a racially and economically diverse educational setting makes sense for a number of reasons:

- *Civic, Social, and Cognitive Benefits for All Students.* Socioeconomically and racially integrated schools are beneficial to all students who attend them, because integration in public schools is important to fostering tolerant adults and good citizens. Students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills. And when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that facilitate employment.
- *Resources for Improving Academic Performance.* Integrated charter schools hold particular promise for students currently in low-performing schools. Data show that many of the nation's charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students. Numerous studies have shown that low-income students generally perform better in middle-class schools. Investing more heavily in socioeconomically and

racially integrated charter schools would provide low-income students with the documented benefits of peer-to-peer contact with a more diverse group of students, along with other resources related to school quality that, at least in the traditional public school context, are associated with increased school diversity.

- *A Chance to Experiment and Broaden the Base.* Socioeconomically and racially diverse charter schools would foster experimentation with new pedagogical approaches for addressing the needs of diverse groups of students under a single roof. For charter school supporters, socioeconomically integrated schools would broaden the political constituency for charters to include middle-class suburban parents.

III. SUCCESSFUL EXAMPLES OF INTEGRATED CHARTER SCHOOLS

Today, some innovative charter schools already have pursued efforts consciously to integrate students from different racial and economic backgrounds. This report highlights the experiences of seven academically successful charter schools that educate substantial numbers of low-income students and students of color in diverse student bodies, revealing a variety of approaches to making racial and economic integration work.

- *Intentional Location.* Some charter schools we studied increased their chances of attracting a diverse student population by locating in an area accessible to parents of different incomes and races.
- *Targeted Student Recruitment.* In order to create racially and economically diverse student bodies, most of the schools that we identified use recruitment strategically, targeting underrepresented populations.
- *Weighted Admissions.* Most of the charter schools we studied use weighted lotteries based on family income or geography to ensure diverse enrollment.
- *Thoughtful Pedagogies and Academic Success.* The schools that we studied employ a variety of curricula and pedagogies, showing that diverse schools are not limited to one educational model. Common among them, however, is a focus on academic quality.
- *School Cultures That Embrace Diversity.* The charter schools we identified instituted community programs, classroom practices, and staff training to ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected.

IV. PROPOSED POLICY AND FUNDING CHANGES

To expand the presence of integrated charter schools, we need to explore the possibility of stronger federal and state policies, as well as increased private funding.

- *Federal Policy.* Federal policy could do more to encourage diversity in charter schools. Possible policy changes include creating incentives for locating charter schools strategically to combat racial and

socioeconomic isolation, increasing the funding priority in the U.S. Department of Education's Charter Schools Program for schools that promote diversity, and making federal start-up funds, which currently are limited to charters that use a blind lottery, available to schools that use a variety of methods (such as income-based lotteries) to create diverse student bodies.

- *State and Local Policy.* A number of states currently have laws that make it more difficult to form integrated charter schools because they provide priority for schools with high concentrations of low-income or at-risk students. Proposed changes to state laws that could encourage diversity include allowing for regional or inter-district charter schools in states that currently restrict charters to a single district, and creating incentives for racially and economically integrated schools comparable to the priority currently given in some states to schools with concentrations of at-risk or low-income students.
- *Foundation Support.* Foundations should consider supporting a diverse portfolio of charter schools, including not only those that serve only high-poverty student populations, but also those that serve low-income children by educating them in socioeconomically and racially integrated student bodies.

INTRODUCTION

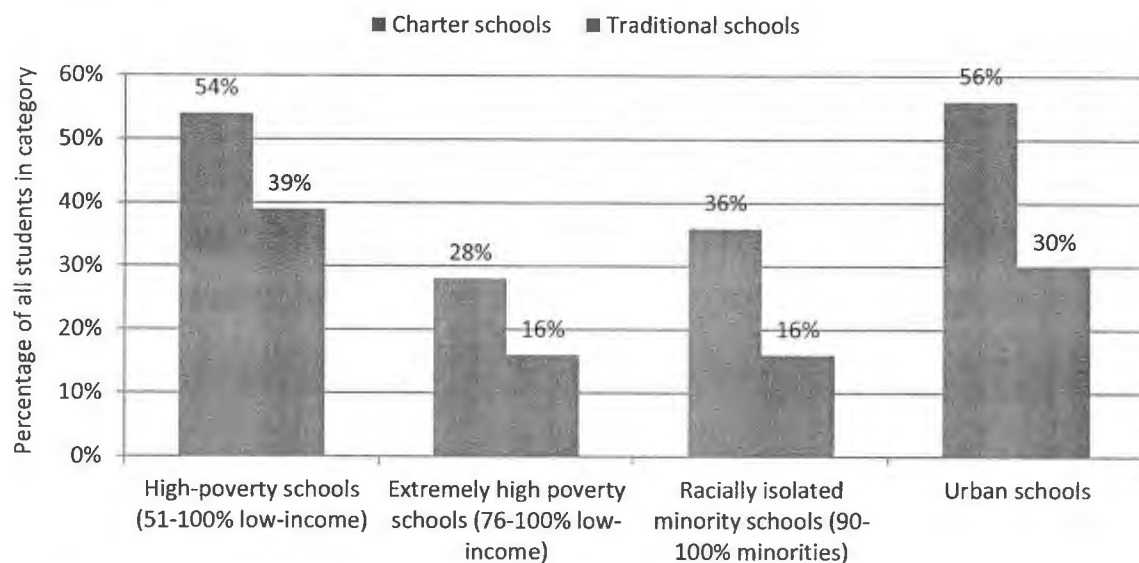
The education policy and philanthropy communities, to date, have placed a premium on funding charter schools that have high concentrations of poverty and large numbers of minority students. On one level, this is understandable. Focusing on efforts to maximize the number of at-risk children served in charter schools would seem to yield the greatest bang for the buck. And yet, questions about the educational effects of concentrated poverty and racial isolation remain. High-performing, high-poverty charter schools demonstrate beyond a doubt that low-income children, given the right environment, can learn at high levels. However, many other high-poverty charter schools still struggle academically.

This report starts with the premise that racial and economic diversity is an important value in education, and that traditional public schools have largely failed to achieve this goal, for a variety of reasons. The charter school movement is uniquely positioned to lead innovation in this area and demonstrate both the feasibility and benefit of an integrated learning model—even in areas where public schools are constrained by residential segregation. At the same time, we believe there is value in trying different approaches to innovation in charter schools, rather than pursuing a one-size-fits-all approach. This report (1) outlines the current priority given to high-poverty charter schools in public policy and among funders; (2) considers rationales for adding to this approach charter schools that explicitly seek diversity; (3) provides examples of successful integrated charter schools; and (4) sketches some proposed policy and funding changes.

I. THE CURRENT PRIORITY ON HIGH-POVERTY, RACIALLY ISOLATED SCHOOLS

As a result of a combination of public policies and philanthropic priorities, the nation's charter schools are more likely than traditional public schools to be urban, high poverty (51–100 percent of students receiving free and reduced-price lunch), extremely high poverty (76–100 percent free and reduced-price lunch), or racially isolated for minorities (90–100 percent of students are racial minorities). A majority (56 percent) of the nation's charter school students attend schools that are located in cities, compared to 30 percent of traditional public school students. Using the above definitions, 54 percent of charter school students are in high-poverty schools compared with 39 percent of public school students. Similarly, 36 percent of charter school students are enrolled in schools where at least 90 percent of students are racial minorities, compared to 16 percent of traditional public school students. (See Figure 1.)

Figure 1. Concentration of Poverty in Charter Schools, 2007–08



Source: Erica Frankenberg, Genevieve Siegel-Hawley, and Jia Wang, *Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards* (Los Angeles, Calif.: The Civil Rights Project at UCLA, January 2010), Table 20, p. 58, Table 22, p. 62, and Table 30, p. 72. Data are from the 2007–08 National Center for Education Statistics Common Core of Data.

The data on poverty and race cited in Figure 1 are not without controversy. Some argue that the proper comparison should be between charter schools and urban public schools, which also have relatively high concentrations of school poverty and racial isolation.¹ Indeed, as Figure 1 shows, charter school students are almost twice as likely as traditional public schools to attend schools located in cities. But this begs the larger point: policymakers could allow charter schools to be located anywhere; it is a choice to favor those in urban areas, prioritizing what turns out to be a concentration of at-risk students. In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice rather than compulsory measures that involve

mandatory assignment. They consciously could be placed in economically and racially mixed neighborhoods. Inter-district charters could draw upon urban and suburban students at once. Oversubscribed schools could recruit and provide an admissions priority to students from geographic areas that are likely to enhance diversity.² These are all options not available to traditional neighborhood schools.



Renaya (fourth grade) and Ella (first grade) work together as part of the buddy program at Community Roots Charter School in Brooklyn, New York. Ella (left) shows her buddy the work she has done in art. Photo by Sahba Rohani.

Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. Laws in roughly a dozen states, including Illinois, North Carolina, and Virginia, prioritize charter school funding for at-risk or low-income students or, in Connecticut's case, students in districts in which members of racial or ethnic minorities constitute 75 percent or more of enrolled students.³ If these laws were coupled with an emphasis on diversity, they could encourage charter schools that would provide low-income students with high-quality education in a racially and socioeconomically diverse setting. However, without special consideration of diversity, state laws are likely to continue to favor funding for high-poverty charter schools over charter schools serving diverse student bodies.

Similarly, the recently proposed All-STAR Act, sponsored by Senators Dick Durbin (D-IL) and Mark Kirk (R-IL) along with Representatives Jared Polis (D-CO) and Erik Paulsen (R-MN), would prioritize federal charter school funding for low-income students currently enrolled in underperforming schools. Prioritizing resources for low-income children is an admirable goal that need not be incompatible with promoting diversity; however, the All-STAR ACT would explicitly favor applications from schools that, among other criteria, serve a greater percentage of low-income students, making it unlikely that charters serving low-income students as part of diverse student bodies would receive funding.⁴

Other state laws restrict attendance zones for charter schools, making it more difficult for charters to attract a diverse population from a wide geographic area. New Jersey law, for example, encourages the formation of charter schools in urban areas, and New York requires charter schools to grant a lottery preference to students living within the district lines already in place for traditional public schools.⁵ Current federal law requires charters to use blind lotteries for admissions in order to qualify for start-up funds, which takes away some other tools (such as income-based lotteries and geographic weighting) that could aid the creation of racially diverse and mixed-income schools. In addition, the Obama administration has not supported positive incentives to encourage integration in charter schools (other than allowing for a small competitive funding preference—up to 4 points added to a base maximum of 100—for schools that promote diversity).⁶

Finally, philanthropists often prioritize funding for education projects in high-poverty locations, providing incentives for charter school creators to maximize the proportion of low-income students in a school in order to gain funding. The Walton Family Foundation, for example, focuses specifically on selected “Market Share Demonstration Sites,” which are all districts with high concentrations of low-income students, and the Broad Foundation focuses generally on urban school districts.⁷ Some of the charter school chains that have received the most generous philanthropic support pride themselves on their ability to educate pupils in schools with high concentrations of low-income and/or minority students. KIPP schools, for example, boast that “Eighty percent of our students are from low-income families and eligible for the federal free and reduced price meals program, and 90 percent are African American or Latino.”⁸

This focus by policymakers and philanthropists on high-poverty and sometimes racially isolated charter schools seems to stem from the belief that such a strategy is the best way to help at-risk students and close the achievement gap. Given scarce federal, state, and philanthropic dollars, funding a racially and economically mixed school that includes not only substantial numbers of low-income and minority students but also substantial numbers of middle-class and white students may be seen as diluting funding for at-risk students. Based on similar logic, charter school authorizers may choose to prioritize applications for schools located in the areas with fewest high-quality educational opportunities, which are often communities with concentrated poverty.

Those who advocate keeping low-income students isolated may believe that many of these students need a different set of pedagogical approaches than middle-class students. If that is true, it might be more efficient to educate them in separate environments from middle-class students. Highly routinized, “no excuses” schools set rigorous academic standards but also emphasize “non-cognitive skills,” such as self-discipline, and seek to develop an all-encompassing school climate to combat the culture of poverty and the streets from which their students come. Paul Tough, author of a book about the Harlem Children’s Zone, describes the philosophy behind “no excuses” secondary schools that target at-risk students: “The schools reject the notion that all that these struggling students need are high expectations; they do need those, of course, but they also need specific types and amounts of instruction, both in academics and attitude, to compensate for everything they did not receive in their first decade of life.”⁹

It makes sense that charter schools began with a focus on improving the prospects of high-needs students. However, thus far, this focus has resulted in prioritizing high-poverty charter schools over all others, which

research suggests may not be the most effective way of serving all at-risk students. Educating low-income students in high-poverty settings may provide the opportunity to implement pedagogies and structures specifically designed for at-risk students, but there are reasons to be concerned about the effects of concentrated poverty on student outcomes. It may be time to broaden our approach to consider other models that have proven to work in educating low-income children.

II. RATIONALES FOR CREATING SOCIOECONOMICALLY AND RACIALLY DIVERSE CHARTER SCHOOLS AS WELL¹⁰

There is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Part of the rationale for charter schools has always been to explore different ways to address educational challenges. There is a large body of research suggesting that socioeconomic and racial integration provide educational benefits for all students—especially at-risk students—that are worth pursuing.

CIVIC, SOCIAL, AND COGNITIVE BENEFITS FOR ALL STUDENTS

It is essential to emphasize that all students—middle class and poor, of all races and ethnicities—benefit from diversity. Numerous studies have shown that integration in public schools is important for fostering tolerant adults and good citizens.¹¹ Children are at risk of developing stereotypes about racial groups if they live in and are educated in racially isolated settings. Diverse schools, however, can help prevent bias and counter stereotypes.¹² When school settings contain students from multiple racial groups, students become more comfortable with people of other races, which leads to a dramatic decrease in discriminatory attitudes and prejudices.¹³ Research also has shown that students who attend racially diverse high schools are more likely to live in diverse neighborhoods five years after graduation.¹⁴ As Justice Thurgood Marshall noted in one desegregation case, “unless our children begin to learn together, then there is little hope that our people will ever learn to live together.”¹⁵

Racial isolation in American schools extends beyond charter schools, and it includes concentrations of students from racial minorities as well as concentrations of white students. Not only do 36 percent of charter school students (and 16 percent of traditional public school students) attend schools at which 90–100 percent of students are racial minorities, 21 percent of traditional public school students (and 7 percent of charter school students) attend schools at which 90–100 percent of students are white.¹⁶ However, charter schools could play a large part in the effort to break up this isolation and create diverse communities, given some flexibility in where they locate and which students they recruit.

Integrated schools also can help position students to succeed in a twenty-first-century economy. At the college level, students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills.¹⁷ Recent studies also have confirmed academic achievement gains associated with racial and economic integration in K–12 settings.¹⁸

In addition, when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that facilitate employment. Research confirms the adage that who you know matters as much as what you know, and studies find that one of the greatest benefits to blacks of attending desegregated schools came when seeking employment.¹⁹ Indeed, University of California–Berkeley researcher Claude Fischer and colleagues found that, even after controlling for individual ability and family home environment, attending a middle-class school reduced the chances of adult poverty by more than two-thirds (4 percent versus 14 percent).²⁰



As part of their Photography unit in art at Community Roots Charter School in Brooklyn, New York, Oliver, Kaya, and Arielle (fifth grade, left to right) edit the photographs they took on the computer. Photo by Sahba Rohani.

RESOURCES FOR IMPROVING ACADEMIC PERFORMANCE

In addition to offering these benefits for all students, socioeconomic and racial integration hold particular promise for students in low-performing schools. Data show that many of the nation's charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students.²¹ Investing more heavily in socioeconomically and racially integrated charter schools would provide low-income students with resources even more important than money that have been shown to increase achievement: academically engaged peers, an actively involved parental community, and strong teachers with high expectations.

Research suggests that students learn a great deal from their peers, so it is an advantage to have classmates who are academically engaged and aspire to go on to college. Peers in middle-income schools are more likely to do homework, attend class regularly, and graduate—all of which have been found to influence the

behavior of classmates. Middle-class schools report disorder problems half as often as low-income schools, so more learning goes on. Students at lower-poverty schools also are more likely on average to have the advantage of learning alongside high-achieving peers, whose knowledge is shared informally with classmates all day long. Middle-class peers come to schools with twice the vocabulary of low-income children, for example, so any given child is more likely to expand his vocabulary in a middle-class school through informal interaction.²²

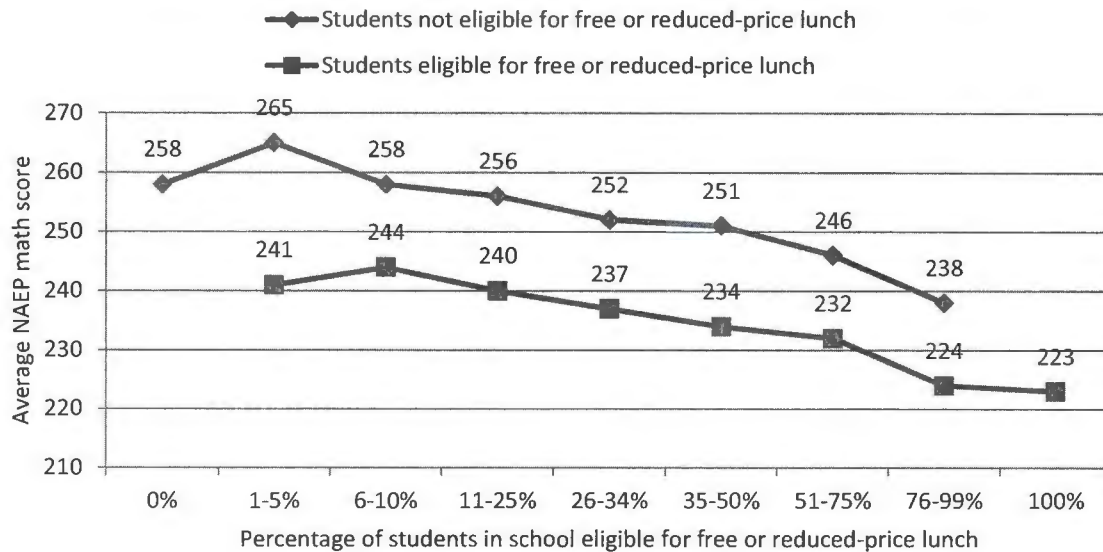
Parents are also an important part of the school community. Research shows that when parents are actively involved, volunteer in the classroom, and hold school officials accountable, the average achievement of all students in the school increases, regardless of their own parents' level of involvement. There is some evidence that charter schools have greater levels of parental involvement than traditional public schools with similar demographics, due to both institutional differences—such as smaller sizes—and a selection bias for parents with above-average participation.²³ However, numerous studies have shown that socioeconomic status is a main predictor of parental involvement. Middle-class parents are less likely to face some of the challenges that make school involvement difficult, such as inflexible work schedules, lack of transportation, or unreliable phone and Internet access. Middle-class parents are four times as likely to be members of the PTA. As a result, having a sizable population of middle-class parents can produce positive effects for all students in the school.²⁴ Thus, high-poverty charter schools—even those with greater parental involvement than demographically similar traditional public schools—might be able to further improve parental involvement and increase achievement for students of all income levels by expanding to serve a socioeconomically mixed population.

Likewise, while high-achieving charters have placed a premium on attracting excellent teachers with high expectations and have had considerable success in doing so, many charters continue to struggle in attracting and retaining high-quality teachers in high-poverty environments.²⁵ Research finds that the best teachers, at least as measured by traditional criteria, tend to be attracted to schools with a significant number of middle-class students. Teachers in schools without high concentrations of poverty are more likely to be licensed, to be teaching in their field of expertise, to have high teacher test scores, to have more teaching experience, and to have more formal education. Moreover, teachers in schools with lower levels of poverty are more likely to have high expectations. Research has found that the grade of *C* in a low-poverty school is the same as a grade of *A* in a high-poverty school, as measured by standardized test results. Economically mixed schools are also more likely to offer AP classes and high-level math.²⁶ Those charter schools that currently struggle to attract high-quality teachers might have more success if they were to serve a socioeconomically mixed student body.

It is possible to create an environment with academically engaged peers, involved parents, and strong teachers in a high-poverty school, but high-poverty schools that achieve these goals—and the ultimate goal of high academic achievement—are the exception rather than the rule. Data show that low-income students generally perform better in middle-class schools. On the 2011 National Assessment of Educational Progress (NAEP) given to fourth graders in math, for example, low-income students attending more-affluent schools scored substantially higher (244) than low-income students in high-poverty schools (224). This twenty-point difference is the equivalent of roughly two years' learning. Indeed, low-income students given a chance to

attend more-affluent schools performed more than half a year better, on average, than middle-income students who attend high-poverty schools (238).²⁷ (See Figure 2.)

Figure 2. National Assessment of Educational Progress 2011, Fourth Grade Math Results



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessments of Educational Progress (NAEP), 2011 Math Assessment, Grade 4.

Of course, the NAEP results may in part reflect self-selection (motivated low-income parents may find ways to have their children enrolled in middle-class schools), but studies seeking to control for this phenomenon still show favorable outcomes. For example, in 2005, University of California professor Russell Rumberger and his colleague Gregory J. Palardy found that a school's socioeconomic status had as much impact on the achievement growth over time of high school students as a student's individual economic status.²⁸ In addition, a 2010 Century Foundation study of public schools in Montgomery County, Maryland, found that low-income elementary students randomly assigned to public housing units in lower-poverty neighborhoods and who attend low-poverty schools perform far better than those assigned to higher-poverty neighborhoods and schools, despite extra investments in the latter for smaller class sizes, extended learning time, and better professional development for teachers.²⁹

A CHANCE TO EXPERIMENT AND BROADEN THE BASE

Socioeconomically and racially diverse charter schools also would foster experimentation with new pedagogical approaches for addressing the needs of diverse groups of students under a single roof. They could provide important lessons for public schools on how to make diverse schools work, without degenerating into rigid tracks for different ethnic, racial, or socioeconomic groups.

For charter school supporters, socioeconomically integrated schools also would broaden the political constituency for charters to include middle-class suburban parents.

III. SUCCESSFUL EXAMPLES OF INTEGRATED CHARTER SCHOOLS

While it is true that creating socioeconomically and racially integrated charter schools is logistically and politically challenging, it is not impossible to do. For one thing, the old stereotype of low-income urban areas surrounded by middle-class suburbs is giving way to a new reality: more poor people now live in suburbs than in cities.³⁰

Moreover, charter schools, like public magnet schools, are uniquely suited to create integrated student bodies. As schools of choice, they are not as constrained by residential segregation as are most public schools. And as schools created from scratch, with particular visions, they have the potential to draw interest from diverse income, racial, and ethnic groups. Indeed, charter schools could draw upon the experience of magnet schools, which have learned to successfully recruit parents across a wide range of communities and create schools that meet the demands of diverse consumers.³¹

Today, some innovative charter schools have pursued efforts to consciously integrate students from different racial and economic backgrounds. The examples that we highlight in this report include elementary, middle, and high schools, schools from the east coast, the west coast, and in between.

Each of these schools is striving to serve diverse student bodies that include large numbers of low-income students and students of color. Their racial/ethnic and socioeconomic demographics vary considerably, but all of the schools we studied avoid the extremes of very low poverty, very high poverty, or racial isolation. For example, all of the flagship campuses are within plus or minus 20 percentage points of a 50 percent low-income, 50 percent middle-class mix, and four of the seven flagships have over 40 percent of students receiving free or reduced price lunch. Six of the seven flagships we studied are over 50 percent nonwhite, and no single racial/ethnic group at any of the seven exceeds 51 percent of the student body.

Furthermore, we specifically chose schools that are high-achieving. DSST: Stapleton High School, for example, was selected as one of three top finalists from a pool of over one thousand schools in the 2010 national Race to the Top Commencement Challenge. E. L. Haynes has won three EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains. High Tech High boasts a 100 percent college admittance rate for their graduates and 99 percent college enrollment rate during the fall after graduation.

The experiences of these academically successful charter schools with diverse student bodies reveal a variety of approaches to making racial and economic integration work.³² (Additional data on each of the schools are available in the school profiles in the Appendix at the end of the report.)

INTENTIONAL LOCATION

Some of the charter schools we studied laid the foundations for diversity in the locations they chose. By locating in an area accessible to parents of different incomes and races, charter schools can increase their chances of attracting a diverse student population. Capital City Public Charter School in Washington, D.C., and Community Roots Charter School in Brooklyn, N.Y., were both intentionally planned for mixed-income neighborhoods. Capital City's current campuses lie at the nexus of three Washington, D.C.,

neighborhoods—Adams Morgan, Mt. Pleasant, and Columbia Heights—with diverse socioeconomic and racial makeup. In order to serve all grades in one campus, Capital City will move in fall 2012 to a new location near the neighborhoods of Brightwood and Takoma, which also is a racially and economically diverse area. Similarly, founders of Community Roots Charter School specifically pitched their charter proposal for Fort Greene, a mixed-income neighborhood in Brooklyn, because of its economic and racial diversity.



High school students at DSST Public Schools: Green Valley Ranch in Denver, Colorado. Photo by Megan Helseth, 2011.

Blackstone Valley Prep Mayoral Academy—the flagship network of the Rhode Island Mayoral Academies, a nonprofit organization that designs socioeconomically diverse charter schools—offers another example of how intentional location can facilitate diversity. Rather than targeting a particular neighborhood, founders of Blackstone Valley Prep planned their location on a broader scale, choosing an attendance zone with considerable socioeconomic and racial diversity. As a regional charter school network, Blackstone Valley Prep serves students from four Rhode Island communities: two higher-income suburban communities (Cumberland and Lincoln) and two lower-income urban communities (Pawtucket and Central Falls). Blackstone Valley Prep’s three schools are currently located in Cumberland, but each one offers seats evenly to urban and suburban students, resulting in diverse student bodies. Executive Director Jeremy Chiappetta said that he expects Rhode Island Mayoral Academies to add additional urban locations as they expand. Achievement First Mayoral Academy has been approved to open in fall 2013.

TARGETED STUDENT RECRUITMENT

In order to create racially and economically diverse student bodies, most of the schools that we identified use recruitment strategically, targeting underrepresented populations.

Since its founding, E. L. Haynes Public Charter School in Washington, D.C., has conducted extensive recruitment drives at a variety of neighborhood locations. “When we first got started, we recruited from in front of grocery stores, to coffee shops, to preschools,” said Jennifer Niles, the school’s founder and head of school. “If there was a community organization that I could find, I would go to it.” Now that E. L. Haynes is a top-ranked charter school in the city and receives many applications from families who hear about the school through its reputation, E. L. Haynes focuses all of its recruitment efforts on low-income and non-English-speaking families, who may have less access to information about local schools.

Karen Dresden, head of school at Capital City Public Charter School, described her school’s successful efforts to increase the number of Latino families, a demographic that was underrepresented during the school’s first few years. Capital City partnered with community organizations that provide other services, such as health care or after-school programs, and capitalized on the trust that these organizations had already built with members of the Latino community.

At the Larchmont Charter Schools, a pair of schools in Los Angeles, school leaders adjust their recruitment strategies on a monthly basis. With two schools and campuses in three neighborhoods—Hollywood, Koreatown, and West Hollywood—the Larchmont Schools are located in some of the most diverse communities in Los Angeles. But despite the diversity of these communities, few schools in the area serve diverse student bodies, according to Larchmont Schools’ senior academic officer, Brian Johnson. A group of parents from Hollywood started the first Larchmont School in 2005, with the hope of making a public school that was as diverse as their community at large. School leaders at each school look at census and Nielsen data for the school’s surrounding neighborhood and set the goal of having their student bodies mirror that diversity. Students are not chosen based on their individual race or ethnicity. Rather, each school designs a recruitment plan at the beginning of the year outlining their strategies and the community groups with which they plan to partner. Every month, school leaders look at the racial, ethnic, and socioeconomic breakdown of the lottery pool to measure their progress and adjust strategies if needed.

WEIGHTED ADMISSIONS

In addition to targeted recruitment, most of the charter schools we studied use weighted lotteries to ensure diverse enrollment. This strategy of achieving diversity is complicated by a number of factors. The 2007 Supreme Court ruling in *Parents Involved in Community Schools v. Seattle School District No. 1* raised questions about individualized admissions policies targeting race. Recently released federal guidelines from the U.S. Department of Justice and the U.S. Department of Education outline ways in which schools may consider race in student assignments in order to promote diversity and avoid racial isolation; however, the guidelines also state that “school districts should consider approaches that do not rely on the race of individual students before adopting approaches that do.”³³ As a result, lotteries that rely on an individual student’s race or ethnicity may not be an option for charter schools. Furthermore, some states prohibit charter schools from using weighted lotteries, and even in states where they are permitted, charter schools using weighted

lotteries are not eligible for federal startup funds, an important funding source for many charter schools during their first three years of operation.³⁴ Still, lotteries not based on individual race—that weight students based on family income, geography, parents' educational status, or the racial makeup of a neighborhood, for example—can be a powerful tool for creating a diverse student body.

Several of the charter schools we studied have lottery preferences based on family income. Blackstone Valley Prep simply reserves the first 50 percent of seats in their lottery for low-income students. At Larchmont Charter School, the lottery mechanism is more complicated, but the outcome is similar. School leaders use a carefully designed algorithm that is updated each year, depending on what percentage of that year's lottery pool qualifies for free and reduced-price lunch. The algorithm adjusts the weight given to qualifying students in order to help reach the school's target of 42 percent free and reduced-price lunch students.³⁵

Other charter schools use geographic markers in their lottery to ensure diversity. High Tech High, a network of eleven elementary, middle, and high schools in San Diego, California, uses a lottery that weights only by zip code, seeking an even distribution of students from across the area. Because of the residential segregation in the area, the result of the zip code lottery is a socioeconomically and racially diverse student body. Community Roots Charter School also recently added an address-based preference in the school's lottery. As the popularity of the school has grown, Community Roots has seen a decrease in the percentage of low-income students. In particular, students living in three large public housing complexes near the school have had a slimmer chance of getting into the school as the lottery pool has grown. Starting with enrollment for 2012–13, Community Roots will reserve 40 percent of the spaces in their incoming kindergarten class for students living in public housing.

DSST Public Schools, a network of charter middle and high schools in Denver, Colorado, uses a hybrid of income- and geography-based preferences. DSST works with the school district to determine the enrollment preference at each campus based on the communities in which the schools are located and with the goal of having diverse student bodies at each school. Some DSST schools then hold a separate lottery for students who are eligible for free and reduced-price lunch or who reside in a particular geographic region.

THOUGHTFUL PEDAGOGIES AND ACADEMIC SUCCESS

Although targeted recruitment and lottery preferences can help create diverse student bodies, in a system of school choice, successful recruitment ultimately relies on having a high-quality school that attracts parents' attention. The schools that we studied employ a variety of curricula and pedagogies, showing that diverse schools are not limited to one educational model. Common among them, however, is a focus on academic quality and in-demand content specialties.



Third grade students at E. L. Haynes Public Charter School in Washington, D.C. Photo by James Roy.

Capital City Public Charter School, for example, uses a model called Expeditionary Learning—for which they were recently named as a mentor school—that engages students through in-depth investigations in science and social studies topics. In addition, the school emphasizes its social curriculum and has strong arts and fitness programs. “Our school values a whole child approach and offers a broad range of programs and supports for students, and that is valued by families of all demographics,” said Karen Dresden, describing the school’s decision to offer a variety of arts and physical education classes as well as an array of after-school activities. In 2009, Capital City was named the top charter school in Washington, D.C., by the Fight for Children Quality Schools Initiative, a nonprofit organization dedicated to improving education in Washington, D.C.

DSST Public Schools and High Tech High each focus on STEM (science, technology, engineering, and math) and offer project-based, applied learning.

Larry Rosenstock, CEO and founding principal of High Tech High, describes his network’s method as “bringing the pedagogy of voc ed [vocational education] to academics.” High Tech High students create projects covering a wide range of subjects—from an alphabet book about ancient Egypt written by sixth graders to essays by high school juniors reflecting on internship experiences—that they publish on websites and in books. DSST Public Schools has also been extremely successful with its own variety of project-based, STEM-focused learning. DSST: Stapleton High School, the first DSST school to open, was the only high school to receive a “Distinguished” rating from Denver Public Schools in 2011 and was selected as one of three top finalists from a pool of over one thousand schools in the 2010 national Race to the Top Commencement Challenge.

E. L. Haynes Public Charter School offers a rigorous curriculum that Jennifer Niles describes as “a combination of curricular resources and instructional methods drawn from outstanding schools to provide our students with a rigorous, joyful, engaging program typically found only in schools serving our America’s wealthiest families. We’re not tied to a specific philosophy or approach—we use whatever works for our students.” The school uses an “AP for All” model that requires students to complete eleven AP courses in order to graduate. E. L. Haynes operates with a year-round calendar and year-round programming. Through optional intersession programs that occur during the breaks in the regular academic calendar, students can attend educational programs at the school for 47 out of 52 weeks in the year. Like Capital City, E. L. Haynes was a winner of the Fight for Children Quality Schools Initiative. For three years in a row, E. L. Haynes has

also earned EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains.

SCHOOL CULTURES THAT EMBRACE DIVERSITY

Creating a successful diverse charter school requires more than ensuring diversity of students who walk through the front door. In order to reap the academic, social, and cognitive benefits of diversity, schools must ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected. As Larry Rosenstock explained, "It's not just diversity in admissions. It's also integration in practice once they've arrived." In order to make sure that the school is integrated at the classroom level, High Tech High uses a full immersion special education model, supporting special education students in regular classroom settings and only pulling them out for specialized instruction during non-academic times. In addition, rather than separating honors students and regular students, High Tech High offers classes with a two-tiered syllabus: all students take the class together, and those opting for honors complete extra assignments.

Leaders at the Larchmont Schools use data to monitor how well they are serving all segments of their student body. The administration looks at data on academic achievement as well as a variety of other measures—retention of families, satisfaction survey results, and volunteerism rates, for example. For each of these datasets, the school breaks down data into racial, ethnic, and socioeconomic subgroups. "Everything that we do, we are constantly breaking it down and saying, are we serving all kids of all backgrounds equally well and are we serving all families equally well?" said Brian Johnson, senior academic officer at Larchmont Schools. "That's just been an overall obsession."

Creating a school culture that fosters respect for all voices requires getting teachers and parents involved. E. L. Haynes Public Charter School requires all new staff to participate in race and equity training seminars. At Blackstone Valley Prep, the Family Leadership Council (similar to a PTO) is co-led by one urban and one suburban parent to help ensure that voices from across the community are heard and to encourage parents of different backgrounds to interact. "I believe that a lot of our cross-cultural family conversations and connections that happen are the beginning of what could be a really great positive social influence," said Jeremy Chiappetta.

Community Roots Charter School hired a director of community development who is specifically charged with making sure that the school is serving all parts of the school community. Co-director Allison Keil said that failing to put someone in charge of making sure that all voices in the school community are heard is a "common pitfall" in diverse schools. "We can bring people together, and it can look like a really nice picture, and then when you don't push on it, certain parts of the population feel like they have more access or less access," Keil said. "We have lots of programming here specific to pushing on that." The school also offers a number of programs designed to facilitate interaction between students and parents of all backgrounds outside of school hours. For example, PALS (Play and Learning Squads) organizes small, teacher-selected groups of Community Roots students and parents to go on weekend or afternoon excursions.



Middle school students at E. L. Haynes Public Charter School in Washington, D.C., collaborate on a computer-based project. Photo by James Roy.

EXPANSION

Many of the schools on our list have expanded significantly since their founding. Their growth suggests that there is strong demand for high-quality, diverse charter schools and that expanding this model is possible.

After starting with a single campus in 2000, Capital City now has two campuses that together serve grades Pre-K–12 and will increase enrollment at a new campus starting in fall 2012. Likewise, the success of the original Larchmont Charter School inspired a second school, Larchmont Charter School–West Hollywood, to open in 2008, three years after the opening of the first school.

DSST Public Schools and High Tech High are even further along in the process of expanding. After starting with one school in 2000, the High Tech High network now includes eleven elementary, middle, and high schools across San Diego as well as an in-house teacher certification program and a new Graduate School of Education.

The original Denver School of Science and Technology (now DSST: Stapleton) opened in 2004. DSST Public Schools now contains five middle and high schools, with plans to expand to ten schools on five campuses. Most recently, DSST took on a new challenge by opening a school in a building formerly occupied by a public school that was notorious for its low performance. In fall 2011, DSST: Cole Middle School opened in the old Cole Middle School building, enrolling students from the low-income, high-crime neighborhood surrounding the school as well as additional students from across Denver. “It’s one thing to open a school in a middle-upper-income neighborhood that low-income kids come to. It’s another to open

it in a really challenging neighborhood that then middle- and upper-income families come to,” said Bill Kurtz, CEO of DSST Public Schools. Kurtz sees the school’s success thus far as a testament to the strength of DSST’s model. “I think it demonstrates the brand that we’ve been able to establish and that people want what we have to offer and are willing to do things they may not otherwise have done because of the promise of great education and the promise of a really vibrant learning community.”

The schools we studied all provide an intriguing alternative to the charter school model that seeks to make only high-poverty schools work. Diverse schools provide the opportunity, as E. L. Haynes’ Jennifer Niles phrased it, “to demonstrate that all students can achieve at high levels all together.” And, as American society becomes increasingly diverse and globally connected, the experience of learning in a diverse school setting is more important than ever. In the words of Brian Johnson of Larchmont Schools, “In order to prepare our kids to participate and lead in the twenty-first century diverse society, we’ve got to be giving them opportunities to learn from and with children who have different experiences than they do, from the very beginning.” We think the playing field should be leveled so that diverse charter schools attract the support of the policy and philanthropic communities alongside high-poverty charters.

IV. PROPOSED POLICY AND FUNDING CHANGES

Some charter schools are already succeeding in educating diverse student bodies, but we need to explore the possibility of stronger federal and state policies, as well as increased private funding, that would help expand the presence of integrated charter schools.

FEDERAL POLICY

Current federal law does little to encourage diversity in charter schools or prevent charter schools from increasing socioeconomic and racial isolation. Starting in FY2011, the U.S. Department of Education’s Charter Schools Program application includes a competitive preference for schools that “promote student diversity, including racial and ethnic diversity, or avoid racial isolation.”³⁶ While this is a step in the right direction, federal policy could do more to encourage socioeconomically and racially diverse charter schools. The following proposed changes are drawn largely from recommendations by the National Coalition on School Diversity:³⁷

- Any new federal law should provide incentives for locating charter schools strategically to combat racial and socioeconomic isolation and incentives for charter schools, regardless of location, to recruit a racially and economically diverse student body.
- The Charter Schools Program of the Elementary and Secondary Education Act of 1965 (ESEA) should include among the criteria for determining which charter schools are “high-quality” consideration of whether the school promotes diversity.

- The competitive preference priority in the Charter Schools Program for schools that promote diversity, currently up to 4 points out of 100, should be increased to equal the weight of the priority given to schools serving a low-income demographic, which is currently 9 points out of 100.
- Federal start-up funds, which are currently limited to charters that use a blind lottery, should be made available to schools that use income- or geography-based lotteries to create socioeconomically and racially diverse student bodies.
- The U.S. Department of Education should remind charter schools that they fall under the “Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools,” released jointly by the U.S. Departments of Education and Justice in December 2011. This guidance emphasizes that socioeconomic options are legal and that the careful consideration of race is also permitted.

STATE AND LOCAL POLICY

A number of states currently have laws that make it more difficult to form integrated charter schools because they provide priority for schools with concentrations of low-income or at-risk students. The following changes to state laws could encourage diversity in charter schools:

- States with laws that currently require charter schools to operate within a district could create provisions for regional or inter-district charter schools.
- States could create incentives for racially and economically integrated schools comparable to the priority currently given in some states to schools with concentrations of at-risk or low-income students.
- Charter school authorizers could work to close failing high-poverty charter schools and apply heightened scrutiny to applications for new charter schools from operators of high-poverty schools that struggle academically.

FOUNDATION SUPPORT

Foundations should consider supporting a diverse portfolio of charter schools, including not only those with pedagogies targeted specifically at low-income students, but also those that serve low-income children in socioeconomically and racially integrated student bodies.

- A consortium of foundations might consider supporting a pilot initiative to fund applications for charter schools committed to socioeconomic and racial diversity coupled with a rigorous evaluation component to study the outcomes for low-income students.

APPENDIX: PROFILES OF DIVERSE CHARTER SCHOOLS

NOTES ON METHODOLOGY

The sources for demographic and achievement data and the most recent year of data available vary depending on the charter school and state in which it is located. We have preserved the demographic classifications used in the original data sources, including minor variations in the labeling of groups.

In cases where charter school operators run more than one school or campus, we have chosen to highlight the original school/campus in our data, with the rationale that these flagship campuses have been operating for the longest time and thus have the best data available.

We have provided achievement data that factor in as many grade levels as possible. When composite results across grade levels were not available, we have chosen data from the highest grade level available, with the rationale that, usually, students in upper grades have spent more time at that school than those in the lower grades.

BLACKSTONE VALLEY PREP MAYORAL ACADEMY

Cumberland, Rhode Island

<http://www.blackstonevalleyprep.org/>

The flagship of the Rhode Island Mayoral Academies, a nonprofit organization that designs socioeconomically diverse charter schools, Blackstone Valley Prep is a regional network of charter elementary and middle schools. Blackstone Valley Prep uses a “high expectations” educational model. The schools in the network implement a strict discipline system, have a longer school day and longer school year, offer summer and Saturday school programs, and label student cohorts for their projected college graduation year (for example, current kindergartners are the class of 2028). Blackstone Valley Prep also has strong fine arts and music programs. In 2011, 100 percent of Blackstone Valley Prep’s kindergarten and first grade students met the benchmark for proficiency on the Developmental Reading Assessment—a test required for a subset of elementary schools in Rhode Island—which was unprecedented in the state.

Blackstone Valley Prep’s lottery is open to students from four communities in Rhode Island that span both urban and suburban districts. The school enrolls equal numbers of urban and suburban students, and the first 50 percent of seats in the lottery are reserved for low-income students. As a result, Blackstone Valley Prep serves a socioeconomically and racially diverse group of students. In addition, 40 percent of students speak a language other than English at home.

ENROLLMENT

For the 2011–12 school year, Blackstone Valley Prep enrolled 522 students in three schools: Elementary School 1 consists of kindergarten through second grade, Elementary School 2 has kindergarten, and Middle School 1 serves fifth and sixth graders. Each of these schools is in the process of expanding, and the network plans eventually to grow into a feeding pattern of two elementary schools, two middle schools, and one high school.

Source: 2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools, School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

DEMOGRAPHIC AND ACHIEVEMENT DATA



Figure A-1. Free or Reduced-Price Lunch Eligibility

Source: “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

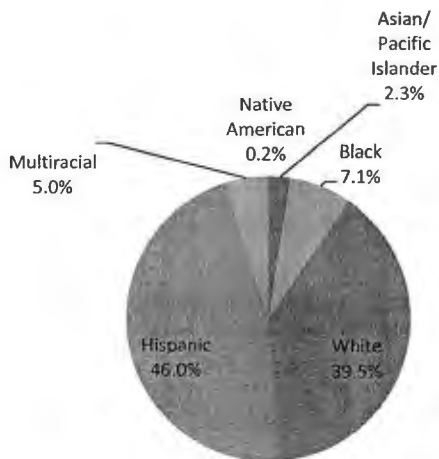


Figure A-2. Race and Ethnicity

Source: “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

Table A-1. Percentage of Students with Classifications

Limited English Proficient	12
Students with Individualized Education Programs	8

Source: “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

Figure A-3. Grade 6 Reading Scores, New England Common Assessment Program, Fall 2011

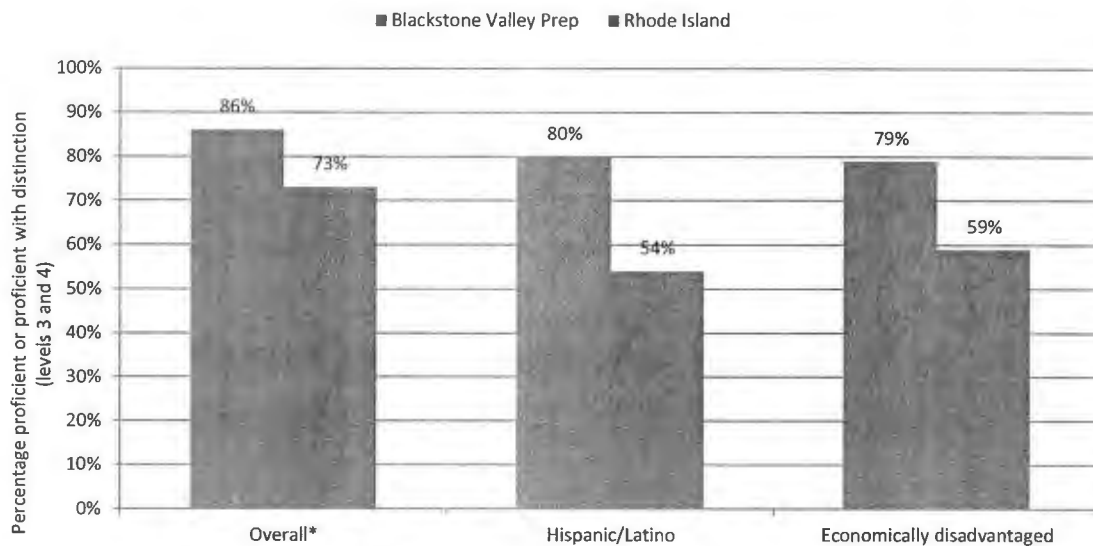
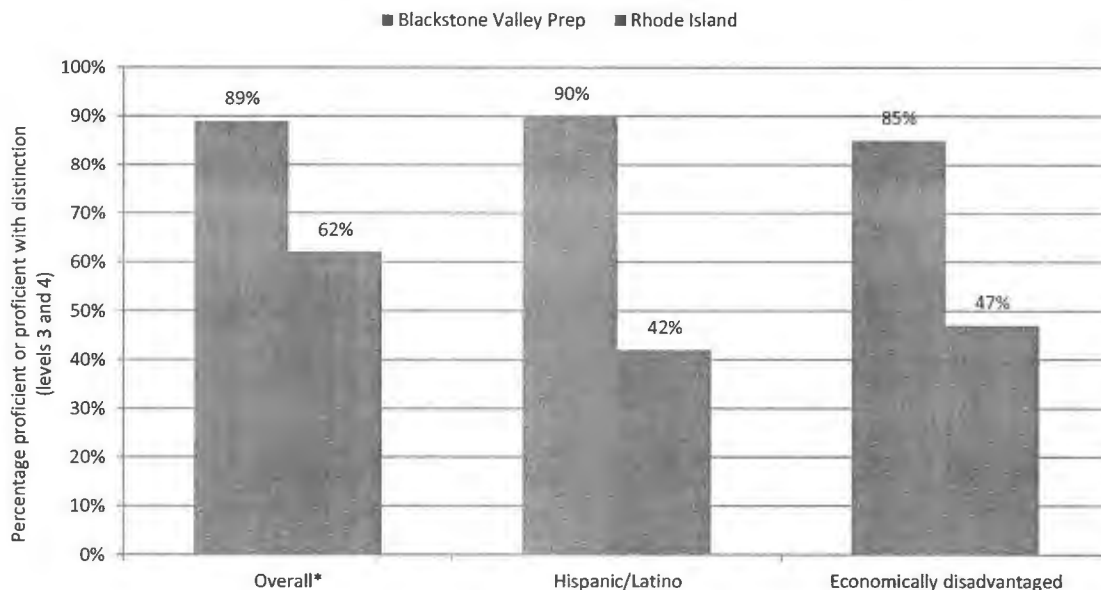


Figure A-4. Grade 6 Math Scores, New England Common Assessment Program, Fall 2011



*62 percent of sixth grade students tested at Blackstone Valley Prep in fall 2011 were economically disadvantaged, compared to 47 percent of sixth graders tested in the state of Rhode Island.

Note: Sixth grade was selected because it was the highest grade level at Blackstone Valley Prep in 2011–12 and the only grade for which test results reflecting student learning at Blackstone Valley Prep are currently available. The data for Blackstone Valley Prep include only those sixth graders who were enrolled at the school as fifth graders the previous year (2010–11), the first year that Blackstone Valley Prep offered fifth grade. The data for Rhode Island include all sixth graders in the state enrolled in fall 2011. Subgroup data is not available for 2010–11 fifth grade students in the following subgroups at Blackstone Valley Prep because the cohorts were too small: black or African American, not Hispanic or Latino; current LEP students; and students with an IEP.

Source: “Fall 2011 Beginning of Grade 6 NECAP Tests, Grade 5 Students in 2010–2011, Blackstone Valley Prep,” and “Fall 2011 Beginning of Grade 6 NECAP Tests, Grade 6 Students in 2011–2012,” Office of Instruction, Assessment, and Curriculum, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/assessment/results.aspx>.

CAPITAL CITY PUBLIC CHARTER SCHOOL

Washington, D.C.

<http://www.cpcs.org/>

A charter school serving Pre-K through twelfth grade students, Capital City uses the project-based Expeditionary Learning model, offers strong art and fitness programs, and emphasizes the importance of both social and academic curricula. Capital City was recently named an Expeditionary Learning “Mentor School,” an honor that recognizes the school as one of the highest performing Expeditionary Learning schools and gives it the chance to showcase best practices to other Expeditionary Learning schools. In 2009, President Obama, along with Mrs. Obama, visited Capital City and called the school “an example of how all schools should be.” That same year, the school won the Fight for Children Quality Schools Initiative award, granted each year to outstanding schools in Washington, D.C. In 2011, the District of Columbia Public Charter School Board ranked Capital City as a “Tier 1” (highest performance) charter school.

The student body at Capital City is remarkably diverse. As the first parent-founded charter school in Washington, D.C., Capital City was strategically located between the Adams Morgan, Mt. Pleasant, and Columbia Heights neighborhoods as a way of producing racial and economic diversity. The school has a long waiting list and makes aggressive efforts to recruit a diverse applicant pool, including reaching out to Spanish-speaking families. Capital City will move to a new location in fall 2012 in order to house all grades in one campus and expand enrollment in the elementary grades. The school’s new campus, near the neighborhoods of Brightwood and Takoma, is also in a racially and economically diverse area.

ENROLLMENT

Capital City has a Lower Campus, which was founded in 2000, as well as an Upper Campus, which opened in 2008. In 2010–11, the Lower Campus served 244 students in grades PreK–8, while the Upper Campus served 294 students in grades 6–11. As of 2011–12, the Upper Campus has expanded through grade 12.

Source: District of Columbia Public Charter School Board, “School Performance Report 2010–2011: Capital City PCS Lower School,” http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf and “School Performance Report 2010–2011: Capital City PCS Upper School,” http://www.dcpubliccharter.com/data/images/capcity_high_hs10-11.pdf

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below are for Capital City Public Charter School Lower Campus only, since that is the founding campus.



Figure A-5. Free or Reduced-Price Lunch Eligibility

Source: District of Columbia Public Charter School Board, “School Performance Report 2010–2011: Capital City PCS Lower School,” http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf.



Figure A-6. Race and Ethnicity

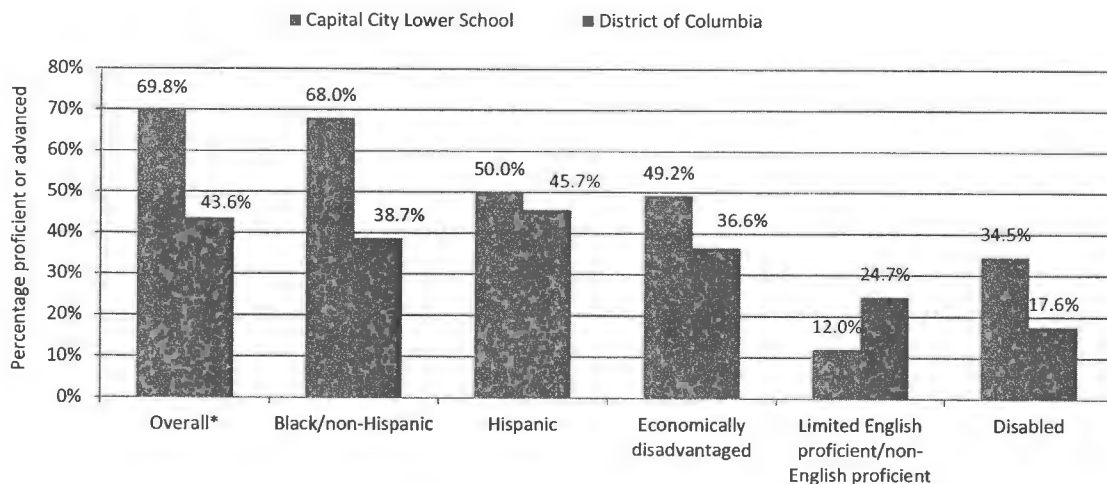
Source: District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf.

Table A-2. Percentage of Students with Classifications

Limited English Proficient	18.4
Special Education	14.3

Source: District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf.

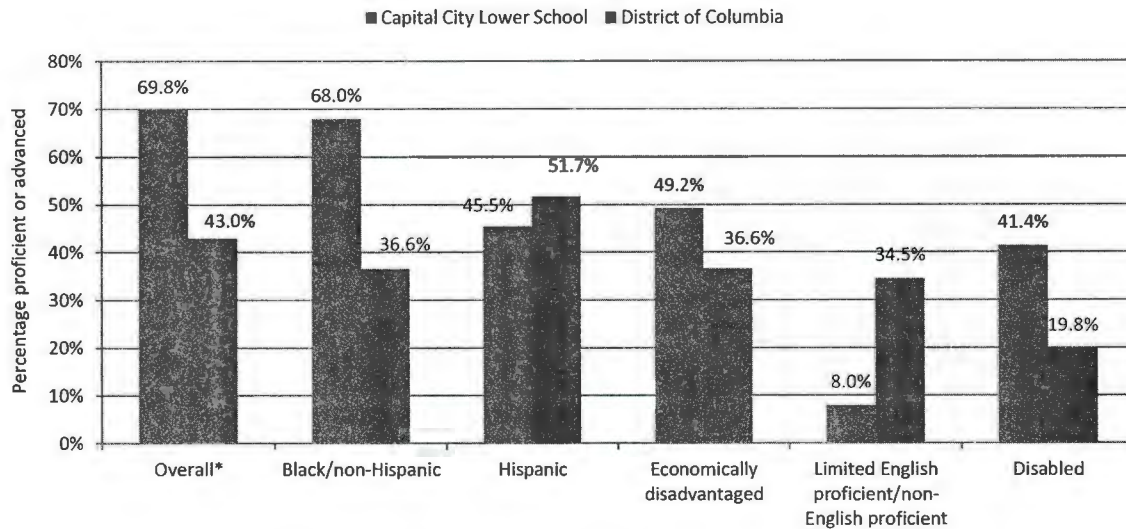
Figure A-7. Grades 3–8 Reading Scores, D.C. Comprehensive Assessment System, 2010–11



*41 percent of students tested at Capital City Lower School in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: "Capital City PCS – Lower School, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

Figure A-8. Grades 3–8 Math Scores, D.C. Comprehensive Assessment System, 2010–11



*41 percent of students tested at Capital City Lower School in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: "Capital City PCS – Lower School, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

COMMUNITY ROOTS CHARTER SCHOOL

Brooklyn, New York

<http://www.communityroots.org/>

Strategically located in the mixed-income neighborhood of Fort Greene and drawing students from across Brooklyn, Community Roots is a racially and socioeconomically diverse K–5 charter school. Community Roots uses an integrated studies approach to instruction, placing social studies at the center of the curriculum and offering rich arts and music programs. Community Roots also considers students with special needs an important part of their diversity and uses an inclusive model for delivering special education services, pairing a general-education teacher and a special-education teacher in each classroom.

Community Roots targets recruitment efforts on Head Start, public housing, and special needs preschool programs. As popularity of the school has grown, Community Roots has seen a decrease in the percentage of low-income students. In particular, students living in three large public housing complexes near the school have had a slimmer chance of getting into the school as the lottery pool has grown. Starting with enrollment for 2012–13, Community Roots will reserve 40 percent of the spaces in their incoming kindergarten class for students living in public housing.

ENROLLMENT

Community Roots enrolled 250 students in grades K–4 in 2009–10. The school has now expanded through fifth grade and has plans to add a middle school. The first class of sixth graders will enroll in fall 2012.

Source: Common Core of Data, 2009–10 school year, Community Roots Charter School, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898.

DEMOGRAPHIC AND ACHIEVEMENT DATA



Figure A-9. Free or Reduced-Price Lunch Eligibility

Source: Common Core of Data, 2009–2010 school year, Community Roots Charter School, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898.

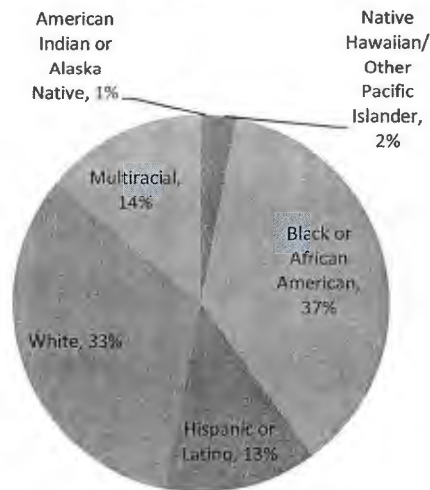


Figure A-10. Race and Ethnicity

Source: New York State Education Department, The New York State School Report Card, 2009–10, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>.

Table A-3. Percentage of Students with Classifications

Limited English Proficient	1
Special Needs	15–20

Source: Data for English proficiency from New York State Education Department, The New York State School Report Card, 2009–10, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>; data for special needs was not publicly available on the New York State Education Department website, but came from Allison Keil, co-director of Community Roots Charter School, e-mail to Halley Potter, February 25, 2012.

Figure A-11. Grade 4 English Language Arts Scores, New York State Assessment, 2009–10

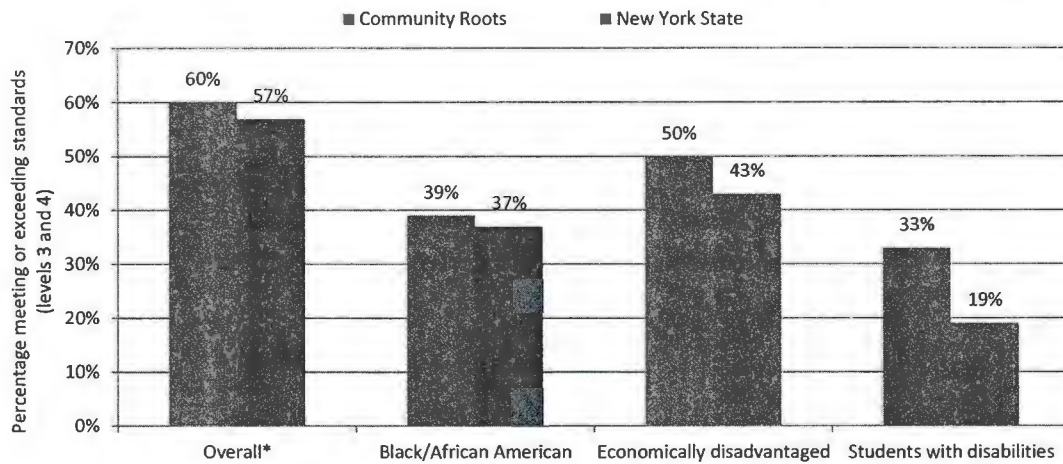
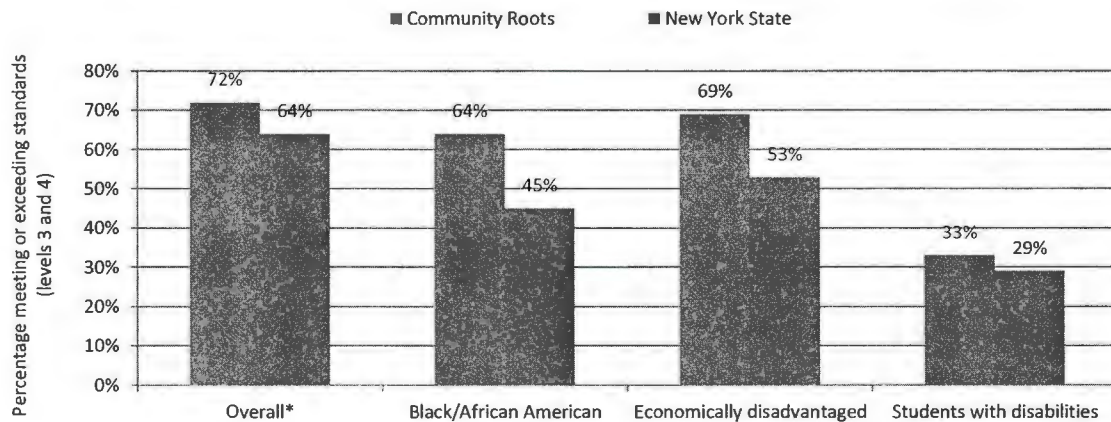


Figure A-12. Grade 4 Math Scores, New York State Assessment, 2009–10



*32 percent of fourth graders tested at Community Roots in 2009–10 were economically disadvantaged, compared to 54 percent of fourth graders tested in the State of New York.

Note: Fourth grade was selected because it was the highest grade at Community Roots Charter School in 2009–10. Subgroup data is not available for Hispanic or Latino fourth grade students at Community Roots Charter School in 2009–10 because the cohort was too small. There were no Limited English Proficient fourth graders tested at Community Roots Charter School in 2009–10.

Source: New York State Education Department, The New York State School Report Card, 2009–2010, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>, and New York State, <https://reportcards.nysed.gov/statewide/2010statewideAOR.pdf>.

DSST PUBLIC SCHOOLS

Denver, Colorado

<http://dsstpublicschools.org/>

A network of five public charter middle and high schools, DSST Public Schools educates over 1,500 students in a values-driven environment with a focus on STEM (science, technology, engineering, and math). Thus far, 100 percent of DSST graduates have been accepted to four-year colleges. DSST: Stapleton High School, the first DSST school to open, was the only high school to receive a “Distinguished” rating from Denver Public Schools in 2011 and was selected as one of three top finalists from a pool of over 1,000 schools in the 2010 national Race to the Top Commencement Challenge.

Integration and diversity have been part of the guiding philosophy at DSST Public Schools since its founding. DSST Public Schools has been very successful attracting families of all economic backgrounds to its lottery and has a goal that at least 50 percent of students be eligible for free or reduced-price lunch. DSST works with the school district to determine the enrollment preference at each campus based on the communities in which the schools are located and with the goal of having diverse student bodies at each school. Some DSST schools then hold a separate lottery for students who are eligible for free and reduced-price lunch or who reside in a particular geographic region. Currently, over 50 percent of students across five schools are economically disadvantaged. DSST Public Schools is planning to expand to ten schools on five campuses with the socioeconomic integration model intact.

ENROLLMENT

In 2011–12, DSST Public Schools operated two middle schools and three high schools. DSST: Stapleton includes a high school, opened in 2004 as the Denver School of Science and Technology, and a middle school, added in 2008. The Stapleton campus enrolled 874 students in grades 6–12 in 2010–11.

Source: 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below are for DSST: Stapleton Middle and High Schools only, since those two schools make up the founding campus.



Figure A-13. Free or Reduced-Price Lunch Eligibility

Source: 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

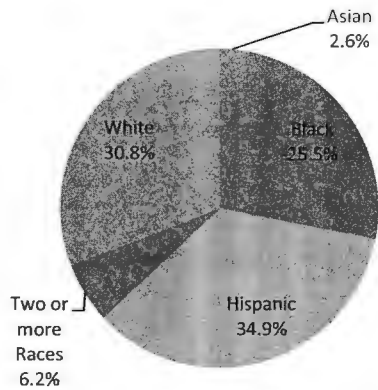


Figure A-14. Race and Ethnicity

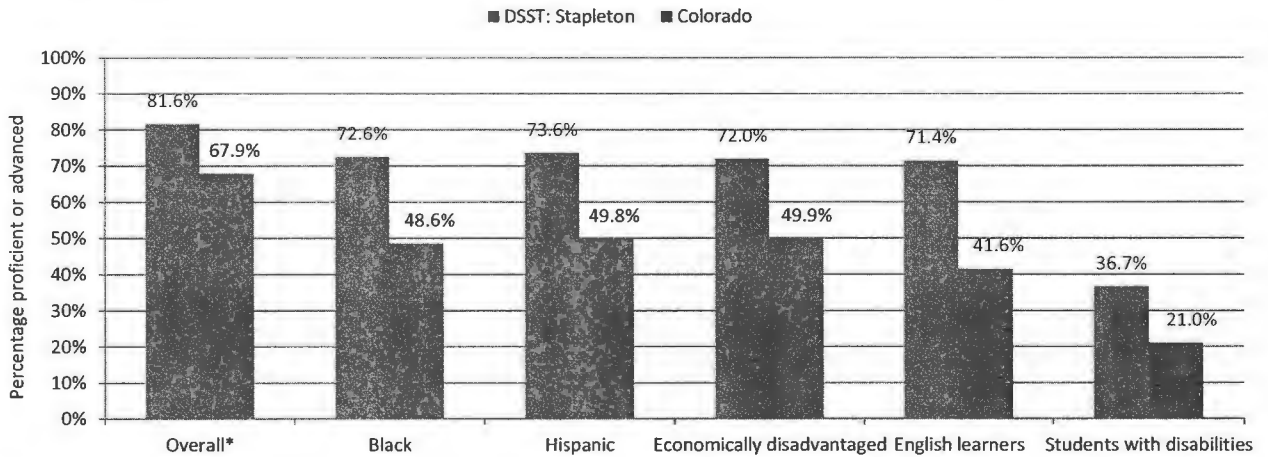
Source: 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Table A-4. Percentage of Students with Classifications

Limited English Proficient	26
Students with Disabilities	4

Source: 2010–2011 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Figure A-15. Grades 6–10 Reading Scores, Colorado Student Assessment Program, 2011



*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Figure A-16. Grades 6–10 Math Scores, Colorado Student Assessment Program, 2011

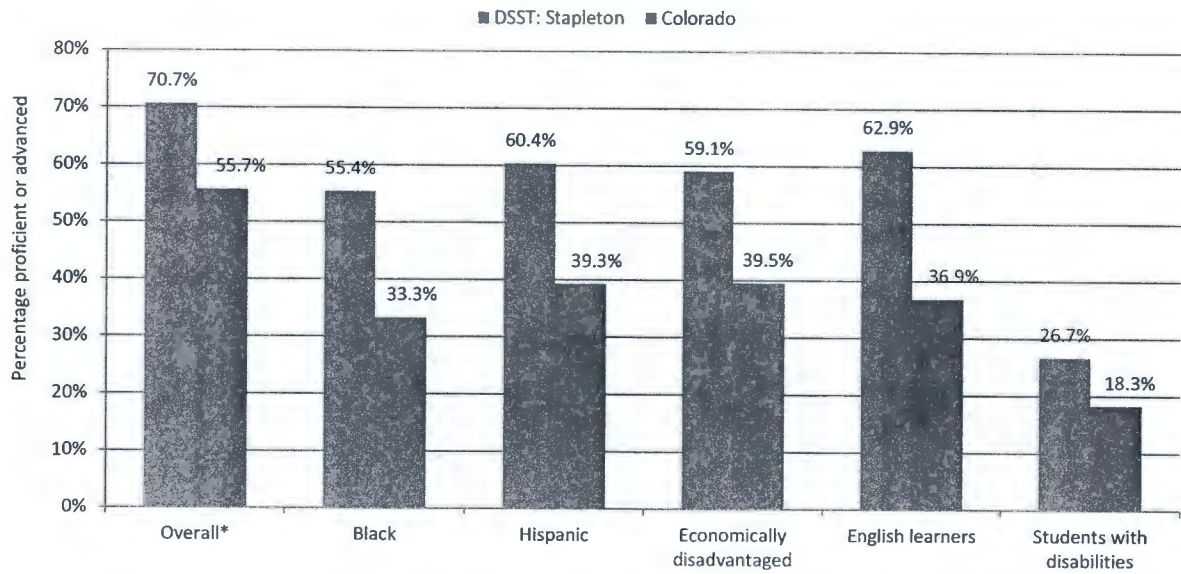
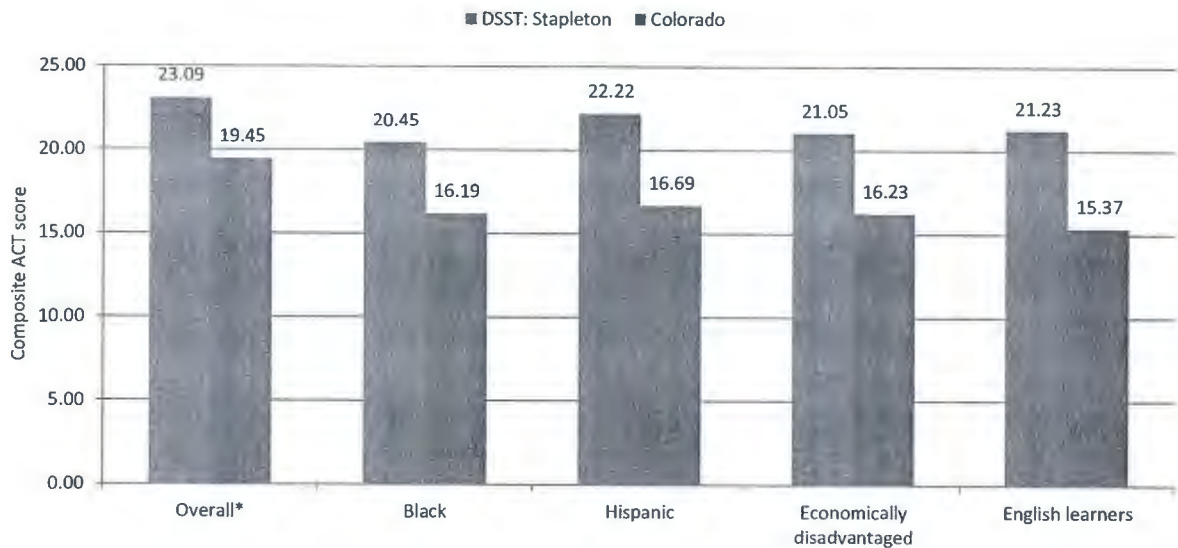


Figure A-17. Grade 11 Composite ACT Scores, 2011

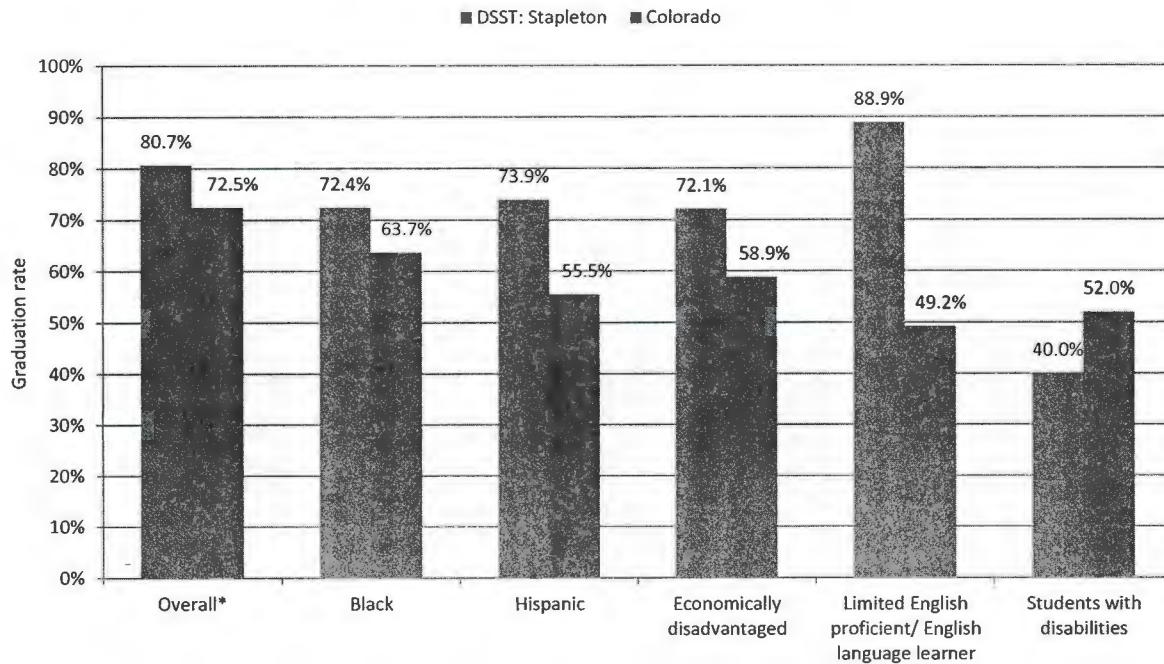


*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

Note: The Composite ACT Score is the average of scores on the English, math, reading, and science sections of the test, each scored on a scale of 1–36. In Colorado, the ACT is administered to eleventh graders statewide. Data is not available for ACT scores of students with disabilities at DSST: Stapleton in 2011.

Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Figure A-18. Graduation Rates, 2010



*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

Note: Colorado calculates graduation rates using an “on-time” methodology that includes as graduates only those students who graduate high school within four years or fewer.

Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

E. L. HAYNES PUBLIC CHARTER SCHOOL

Washington, D.C.

<http://www.elhaynes.org/>

Located in the Petworth neighborhood in Washington, D.C., E. L. Haynes Public Charter School offers a rigorous, standards-based curriculum to students in preschool through grade 9 (with plans to expand through grade 12). Through the school’s “AP for All” program, all students must complete eleven AP courses in order to graduate. E. L. Haynes uses a year-round calendar, spacing breaks throughout the year rather than having one long summer break. During the intersession weeks, E. L. Haynes offers optional enrichment programming—which charges tuition on a sliding scale that is free for students who qualify for free and reduced-price lunch—on topics ranging from ancient Egypt to filmmaking. In 2008, E. L. Haynes was the first-ever charter school winner of the Fight for Children Quality Schools Initiative, and in 2010 it won the inaugural Strong Schools Award from the CityBridge Foundation. Both awards are granted each year to outstanding schools in Washington, D.C. For three years in a row, E. L. Haynes also earned EPIC awards, granted by the New Leaders’ Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains. According to Jennifer Niles, the school’s founder and head of school, E. L. Haynes has increased student achievement on the D.C. Comprehensive Assessment System by 47 percentage points in math and 23 percentage points in reading over six years. In 2010–11, 75 percent

of the school's eighth graders scored proficient or advanced in reading and 90 percent scored proficient or advanced in math. In 2011, the District of Columbia Public Charter School Board ranked E. L. Haynes as a "Tier 1" (highest performance) charter school.

Diversity has been central to E. L. Haynes since its founding. Niles said that one of the school's goals is "to demonstrate that all students can achieve at high levels all together." The student body at E. L. Haynes is extremely diverse in terms of race, income, and home language. Since E. L. Haynes is a top-ranked charter school in the city and receives many applications from families who hear about the school through its reputation, E. L. Haynes focuses all of its recruitment efforts on low-income and non-English-speaking families, who may have less access to information about local schools.

ENROLLMENT

In 2009–10, E. L. Haynes served 460 students in grades Pre-K through 7. In 2011–12, the school has expanded through grade 9 and nearly doubled in enrollment. It will continue expanding by one grade each year through grade 12, reaching an enrollment of 1,100 students.

Source: Common Core of Data, 2009–10 school year, E. L. Haynes PCS, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=e.l.+haynes&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=110004300274.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The most recent whole-school demographic data available for E. L. Haynes from the Common Core of Data is from 2009–10. Because E. L. Haynes' student body has grown significantly since that year, we have used demographic data provided by the school in their Annual Report.

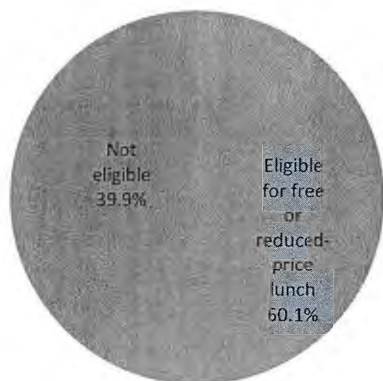
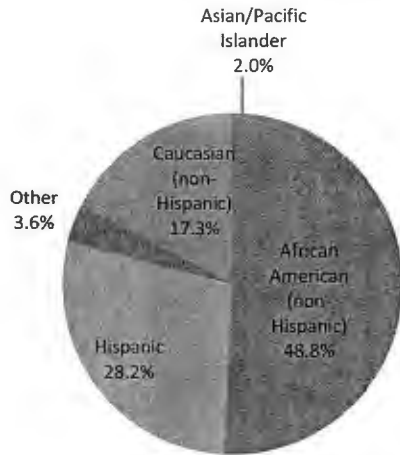


Figure A-19. Free or Reduced-Price Lunch Eligibility

Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

Figure A-20. Race and Ethnicity



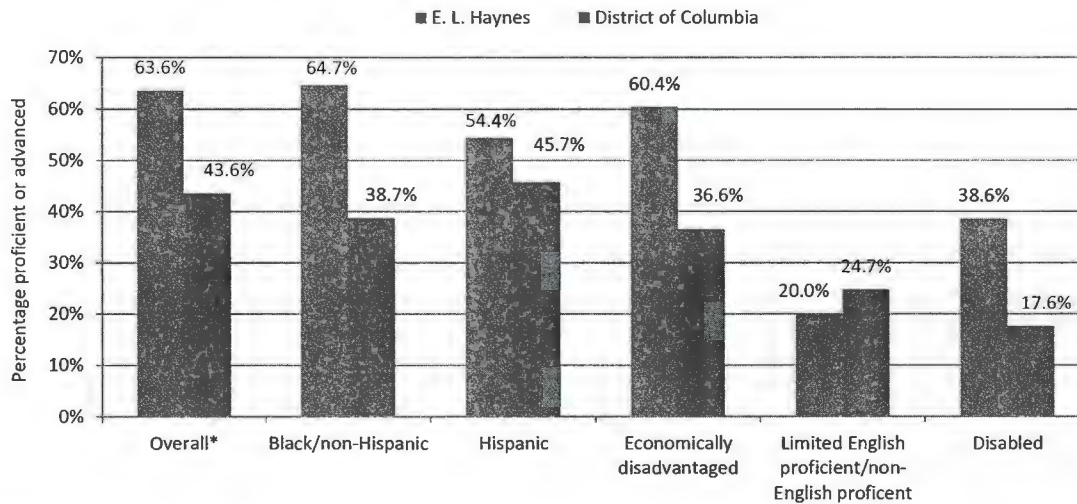
Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

Table A-5. Percentage of Students with Classifications

Limited and Non-English Proficient	15.64
Individualized Education Programs	12.21

Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

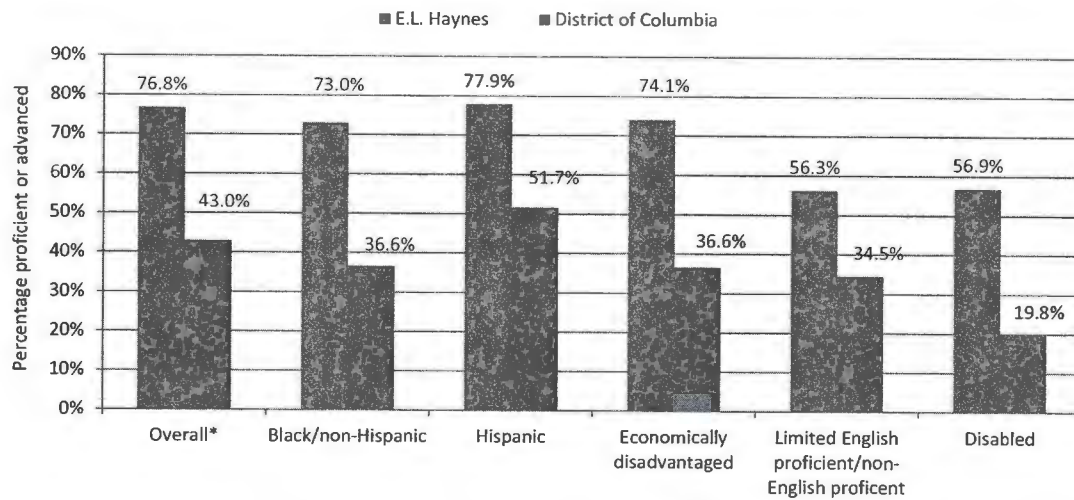
Figure A-21. Grades 3–8 Reading Scores, D.C. Comprehensive Assessment System, 2010–11



Note: The District of Columbia Assessment and Accountability Data Report for DC-CAS reading scores at E. L. Haynes contains errors that the Office of the State Superintendent of Education of the District of Columbia acknowledged. This above graph uses the corrected scores, supplied by E. L. Haynes administrators.

Source: Richard Pohlman, e-mail to Halley Potter, February 28, 2012.

Figure A-22. Grades 3–8 Math Scores, D.C. Comprehensive Assessment System, 2010–11



*69 percent of students tested at E. L. Haynes in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: “E. L. Haynes PCS, 2011,” and “State Report Card - Elementary, 2011,” District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

HIGH TECH HIGH

San Diego, California

<http://www.hightechhigh.org/>

A network of eleven elementary, middle, and high schools, High Tech High serves an ethnically and socioeconomically diverse population. Focusing on math, science, and engineering, the school teaches through an experiential method employing expeditionary, applied, group learning. One hundred percent of High Tech High’s graduates have been admitted to college, and 99 percent of students attend college in the fall after graduation. About 35 percent of these graduates are first-generation college students. In 2007, High Tech High was the first California public school organization to open its own Graduate School of Education to train and credential teachers.

Larry Rosenstock, CEO and founding principal of High Tech High and dean of the High Tech High Graduate School of Education, says that integration is the network’s “number one objective.” High Tech High schools use a lottery that weights only by zip code, seeking an even distribution of students from across the area. Because of the residential segregation in the area, the result of the zip code lottery is a socioeconomically and racially diverse student body. In order to make sure that the school is integrated at the classroom level, High Tech High uses a full immersion special education model, supporting special education students in regular classroom settings and only pulling them out for specialized instruction during non-academic portions of the daily schedule. In addition, rather than separating honors students and regular students, High Tech High offers classes with a two-tiered syllabus: all students take the class together, and those opting for honors complete extra assignments.

ENROLLMENT

The High Tech High network includes eleven elementary, middle, and high schools. The Gary and Jerri-Ann Jacobs High Tech High, the first High Tech High school, enrolled 549 students in grades 9–12 in 2009–10.

Source: Common Core of Data, 2009–10 school year, High Tech High, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below is for The Gary and Jerri-Ann Jacobs High Tech High only, since that is the original High Tech High school.



Figure A-23. Free or Reduced-Price Lunch Eligibility

Source: Common Core of Data, 2009–10 school year, High Tech High, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

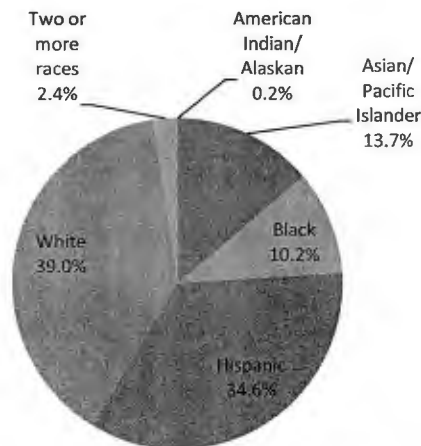


Figure A-24. Race and Ethnicity

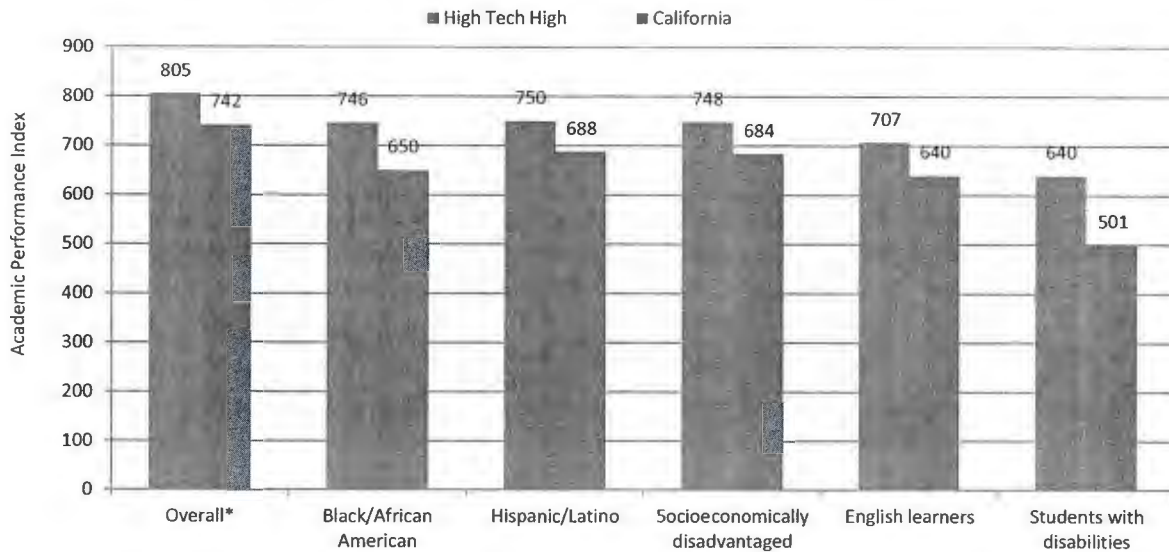
Source: Common Core of Data, 2009–10 school year, High Tech High, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

Table A-6. Percentage of Students with Classifications

English Learners	11
Disabilities	11

Source: “2011 High Tech High School Report – API Growth and Targets Met,” 2010–11 Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcds=37683383731247> (data is for grades 9–11 in 2010–11).

Figure A-25. Grades 9–11, Academic Performance Index (API), 2010–11

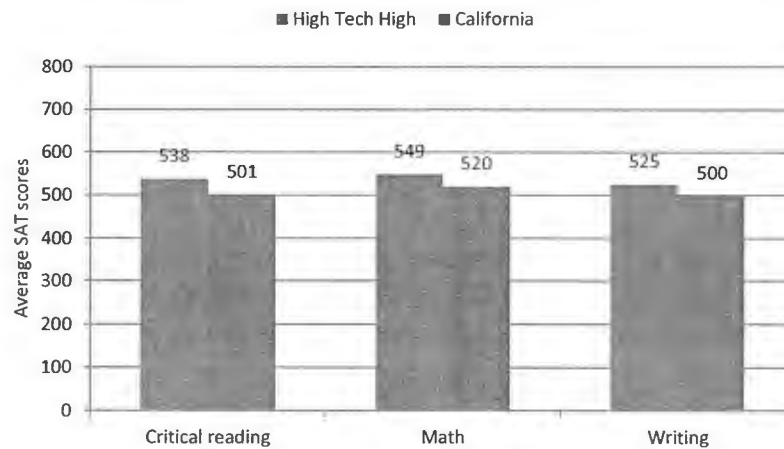


*34 percent of students included in the 2010–11 API score for High Tech High were socioeconomically disadvantaged, compared to 53 percent of students included in the grades 9–11 API score for the state of California.

Note: The State of California assigns each school, Local Education Agency, and subgroup an Academic Performance Index (API) from 200 to 1000 to reflect the overall academic performance and growth of that group. The API is calculated using student performance data from statewide assessments across different subjects. The state uses the API to measure improvement as well as to rank schools. In 2010, The Gary and Jerri-Ann Jacobs High Tech High ranked in the eighth decile (seventy-first to eightieth percentiles) out of all high schools in California and the third decile (twenty-first through thirtieth percentiles) out of a group of 100 schools with similar student demographics, teacher credentials, and organizational characteristics.

Source: “2011 State Report – Growth API,” <http://api.cde.ca.gov/Acnt2011/2011GrthStAPI.aspx>, “2011 High Tech High School Report—API Growth and Targets Met,” Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcds=37683383731247>, and “2010 Base High Tech High Similar Schools Report,” <http://api.cde.ca.gov/Acnt2011/2010BaseSchSS.aspx?allcds=37-68338-3731247&c=R,2010-11>.

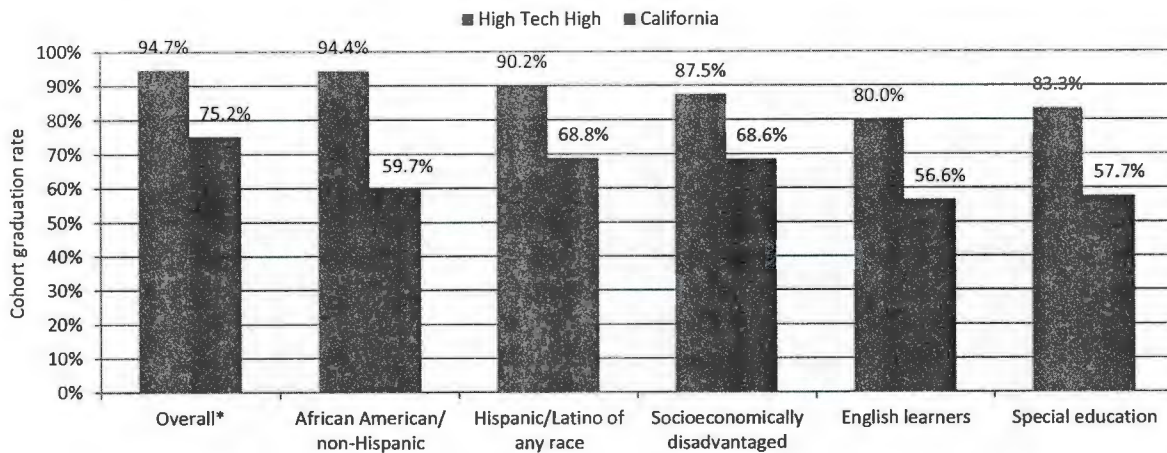
Figure A-26. SAT Scores, 2009–10



Note: 89.92 percent of students at High Tech High took the SAT in 2009–10, compared to 33.36 percent of students across the state of California. SAT scores for student subgroups were not available.

Source: SAT Test Results, 2009–10, State of California Department of Education, <http://www.cde.ca.gov/ds/sp/ai/>.

Figure A-27. Graduation Rates, 2010



*30 percent of students in the 2009–10 cohort at High Tech High were socioeconomically disadvantaged, compared to 59 percent of students in the cohort for the state of California.

Note: California counts only those students who graduate in four years or less in their cohort graduation rates.

Source: Student Demographics—Graduates, Cohort Outcome Data, 2009–10, State of California Department of Education, <http://dq.cde.ca.gov/dataquest/>.

LARCHMONT SCHOOLS

Los Angeles, California

<http://www.larchmontcharter.org/> and

<http://www.larchmontcharterweho.org>

The Larchmont Schools family includes two successful charter schools in Los Angeles, California: Larchmont Charter School (LCS) and Larchmont Charter School–West Hollywood (LCW). The Larchmont Schools use constructivist teaching methods, providing children with highly differentiated instruction, small class sizes, and project-based learning. Both schools are among the thirty highest-performing public schools in the Los Angeles Unified School District (out of over 800). In 2009, Larchmont Schools was handpicked by Chez Panisse restaurateur Alice Waters to be one of the founding sites for the new Edible Schoolyard Program. In 2010, one of LCS’s teachers was a winner of the “Teacher of the Year” award from the Los Angeles Unified School District.

With two schools and campuses in three neighborhoods—Hollywood, Koreatown, and West Hollywood—the Larchmont Schools are located in some of the most diverse communities in Los Angeles. But despite the diversity of these communities, few schools in the area serve diverse student bodies, according to Larchmont Schools’ senior academic officer, Brian Johnson. A group of parents from Hollywood started the first school, LCS, in 2005 with the hope of making a public school that was as diverse as their community at large. School leaders at each school look at census and Nielsen data for the school’s surrounding neighborhood and set the goal of having their student bodies mirror that socioeconomic and racial/ethnic diversity. Each school designs a recruitment plan and weights the admissions lottery using a carefully designed algorithm that adjusts the weight given to low-income students in order to help reach the school’s target percentage of free and reduced-price lunch. At LCS, for example, school leaders estimated

that 42 percent of families in the area earn an income that would qualify for free or reduced-price lunch, so they set that as their school's target.

ENROLLMENT

Founded in 2005, LCS served 448 students in grades K–6 in 2009–10 and expanded through eighth grade for the 2011–12 school year. LCW opened in 2008 and enrolled 114 students in grades K–2 in 2009–10. It has grown to serve students through fifth grade in 2011–12 and plans to continue expanding into a full K–8 school.

Source: Common Core of Data, 2009–10 school year, Larchmont Schools, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271010870 and http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271012307.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below is for Larchmont Charter School only, since that was the first school in the Larchmont Schools family. Because the student demographics of Larchmont Charter School have changed significantly since 2009–10, the most recent year available from the Common Core of Data, we have used demographic data provided by school administrators.



Figure A-28. Free or Reduced-Price Lunch Eligibility

Source: "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

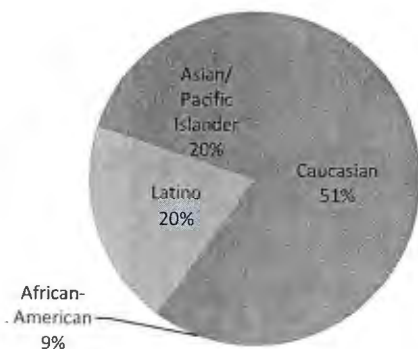


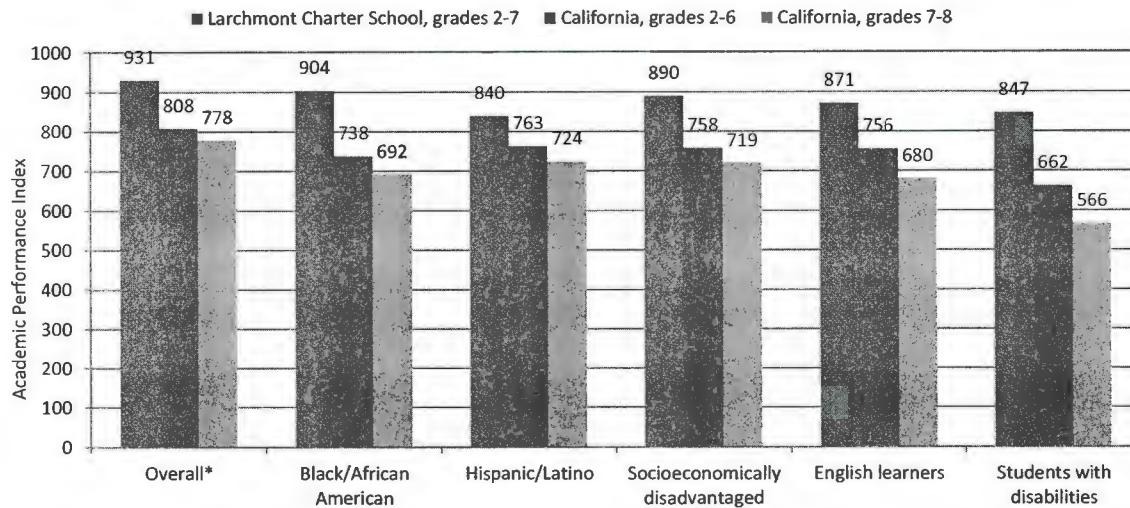
Figure A-29. Race and Ethnicity

Source: "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

Table A-7. Percentage of Students with Classifications

English Language Learners	8
Individualized Education Programs	10.5

Source: "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

Figure A-30. Grades 2–7, Academic Performance Index (API), 2010–11

*34 percent of students included in the 2010–11 API score for Larchmont Charter School were socioeconomically disadvantaged, compared to 61 percent of students included in the grades 2–6 API score and 58 percent of students included in the grades 7–8 API score for the state of California.

Note: The State of California assigns each school, Local Education Agency, and subgroup an Academic Performance Index (API) from 200 to 1000 to reflect the overall academic performance and growth of that group. The API is calculated using student performance data from statewide assessments across different subjects. The state uses the API to measure improvement as well as to rank schools. In 2010, Larchmont Charter School ranked in the ninth decile (eighty-first to ninetieth percentiles) out of all elementary schools in California and in the tenth decile (ninety-first to ninety-ninth percentiles) out of a group of 100 schools with similar student demographics, teacher credentials, and organizational characteristics.

Source: "2011 State Report—Growth API," Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrthStAPI.aspx>, "2011 Larchmont Charter School Report—API Growth and Targets Met," <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcids=19-64733-0108928>, and "2010 Base Larchmont Charter School Similar Schools Report," <http://api.cde.ca.gov/Acnt2011/2010BaseSchSS.aspx?allcids=19-64733-0108928&c=R>, 2010-11.

NOTES

¹ Gary Ritter, Nathan Jensen, Brian Kisida, and Joshua McGee, "A Closer Look at Charter Schools and Segregation," *Education Next*, Summer 2010.

² *Parents Involved in Community Schools v. Seattle School District #1*, 551 U.S. 701 (2007), endorsed a variety of constitutionally permissible approaches to achieve the "compelling government interest" in creating school diversity and reducing racial isolation. See also The National Coalition on School Diversity, "Federally Funded Charter Schools Should Foster Diversity," Issue Brief 2, March 2010, <http://www.school-diversity.org/pdf/DiversityIssueBriefNo2.pdf>.

³ The Education Commission of the States, "School or Student Preference" database, 2010, <http://mb2.ecs.org/reports/Report.aspx?id=79>. States that prioritize charter school funding for at-risk, low-income, or minority students include:

- Arkansas—"The state board of education must give preference to applications for charters schools: (1) Located in school districts where the percentage of students who qualify for free or reduced price lunches is above the state average."
- California—"Priority in the approval process must be given to schools designed to serve low-achieving students."
- Colorado—"Greater consideration must be given to charter school applications designed to increase the educational opportunities of at-risk pupils."
- Connecticut—"The state board of education must give preference to applicants that will serve students who reside in a priority district or in a district in which 75% or more of the enrolled students are members of racial or ethnic minorities."
- Illinois—"In evaluating submitted charter school proposals, the local school board is required to give perverse to proposals that: . . . (3) Are designed to enroll and serve a substantial proportion of at-risk children."
- Missouri—"Priority must be given to charter school applicants proposing a school oriented to high-risk students and to the re-entry of dropouts into the school system."
- New York—"Applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure may be given preference in the application process."
- North Carolina—"The state law encourages chartering entities to give preference to applications focused on serving students at risk of academic failure."
- Rhode Island—"Charter schools designed to serve at-risk students must be given preference in the application process."
- Tennessee—"Charter schools may only serve students who . . . (2) Were assigned to, or previously enrolled in a school failing to make adequate yearly progress (AYP), as defined by the state's accountability system, giving priority to at-risk students."
- Virginia—"Local school boards must give priority to charter school applications designed to increase the educational opportunities of at-risk students, and at least 1/2 of the charter schools per division must be for at-risk students."
- Wisconsin—"Charter school authorizers must give preference in awarding charters to charter schools that serve children at risk."

(Quotations are taken from the Education Commission of the States database, paraphrasing state laws.) Without added consideration of whether or not a school encourages diversity, these laws are likely to prioritize funding for high-poverty charter schools.

⁴ *All-STAR Act of 2011*, S. 809, 112th Cong., 1st sess., introduced April 13, 2011. See section (e)(1)(D)(ii)(II)(aa), prioritizing funding for schools serving a greater percentage of low-income children.

⁵ The Education Commission of the States and Article 56 New York State Law 2854(2)(b).

⁶ "Application for New Awards; Charter School Program (CSP); Grants for Replication and Expansion of High-Quality Charter Schools," *Federal Register* 77, no. 44 (March 6, 2012): 13304–11, <http://www.gpo.gov/fdsys/pkg/FR-2012-03-06/pdf/2012-5427.pdf>.

⁷ "Market Share Demonstration Sites," The Walton Family Foundation, <http://www.waltonfamilyfoundation.org/educationreform/market-share-demonstration-sites>; and "Mission and Overview," The Broad Foundation—Education, <http://broadeducation.org/about/overview.html>.

⁸ Knowledge Is Power Program (KIPP) website, available at <http://www.kipp.org/about-kipp>.

⁹ Paul Tough, "What It Takes To Make a Student," *The New York Times*, November 26, 2006. See also David Whitman, *Sweating the Small Stuff: Inner-City Schools and the New Paternalism* (Washington, D.C.: Thomas B. Fordham Institute Press, 2008). See also George F. Will, "Where Paternalism Makes the Grade," *Washington Post*, August 21, 2008.

¹⁰ In addition to the rationales based on student performance and political viability provided in this section, there are also compelling legal reasons to review educational equity and diversity practices in charter schools. For an overview of the concept of equal educational opportunity in the law and its application to charter schools, see Julie F. Mead and Preston C. Green III, *Chartering Equity: Using Charter School Legislation and Policy to Advance Equal Educational Opportunity* (Boulder, Colo.: National Education Policy Center, 2012), http://nepc.colorado.edu/files/PB-CharterEquity_0.pdf.

¹¹ See e.g., Amy Stuart Wells and Robert L. Crain, "Perpetuation Theory and the Long-Term Effects of School Desegregation," *Review of Educational Research* 64, no. 4 (1994): 531–55.

¹² Rebecca Bigler and L. S. Liben, "A Developmental Intergroup Theory of Social Stereotypes and Prejudices," *Advances in Child Development and Behavior* 34 (2006): 67; and Thomas F. Pettigrew and Linda R. Tropp, "A Meta-Analytic Test of Intergroup Contact Theory," *Journal of Personality and Social Psychology* 90, no. 5 (2006): 751–83. See also Greg J. Duncan et al., "Empathy or Antipathy? The Consequences of Racially and Socially Diverse Peers on Attitudes and Behaviors," Working paper, Joint Center for Policy Research, Northwestern University, 2003, http://www.ipr.northwestern.edu/jcpr/workingpapers/wpfiles/Duncan_et_al_peer_paper.pdf, looking at the behaviors and attitudes of white college students with roommates from different socioeconomic and racial backgrounds.

¹³ Melanie Killen and Clark McKown, "How Integrative Approaches to Intergroup Attitudes Advance the Field," *Journal of Applied Developmental Psychology* 26 (2005): 618, 620; Adam Rutland, Lindsey Cameron, Laura Bennett, and Jennifer Ferrell, "Interracial Contact and Racial Constancy: A Multi-site Study of Racial Intergroup Bias in 3–5 Year Old Anglo-British Children," *Journal of Applied Developmental Psychology* 26 (2005): 699–713; and Heidi McGlothlin and Melanie Killen, "Children's Perceptions of Intergroup and Intragroup Similarity and the Role of Social Experience," *Journal of Applied Developmental Psychology* 26 (2005): 680–98.

¹⁴ Kristie J. R. Phillips, Robert J. Rodosky, Marco A. Muñoz, and Elisabeth S. Larsen, "Integrated Schools, Integrated Futures? A Case Study of School Desegregation in Jefferson County, Kentucky," in *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*, ed. Claire E. Smrekar and Ellen B. Goldring (Cambridge, Mass.: Harvard Education Press, 2009), 239–70.

¹⁵ *Milliken v. Bradley*, 414 U.S. 717, 783 (1974) (Marshall, J., dissenting).

¹⁶ Erica Frankenberg, Genevieve Siegel-Hawley, and Jia Wang, *Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards* (Los Angeles, Calif.: Civil Rights Project at UCLA, January 2010), 62, Tables 22 and 23. Data are from the 2007–08 NCES Common Core of Data.

¹⁷ Brief of 553 Social Scientists as Amici Curiae in Support of Respondents, *Parents Involved v. Seattle School District*, No. 05-908, and *Meredith v. Jefferson County*, No. 05-915 (2006), http://www.aera.net/uploadedFiles/News_Media/553SocialScientistsBrief.pdf; see also Patricia Marin, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms," in *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*, ed. American Council on Education & American Association of University Professors (Washington, D.C.: ACE & AAUP, 2000): 61–68, <http://www.aaup.org/NR/rdonlyres/9700387B-055F-4318-B14A-5336321FB742/0/DIVREP.PDF>, a qualitative study of multi-racial/multi-ethnic college classrooms; and Anthony Lising Antonio, et al., "Effects of Racial Diversity on Complex Thinking in College Students," *Psychological Science* 15, no. 8 (2004): 507–10, an experimental study showing positive effects on the integrative complexity of white college students' discussion contributions when they were in racially integrated discussion groups and when they reported having diverse friends and classmates.

¹⁸ See e.g., Mark Berends and Roberto V. Penaloza, "Increasing Racial Isolation and Test Score Gaps in Mathematics: A 30-Year Perspective," *Teachers College Record* 112, no. 4 (2010): 978–1007. See also the "Research Briefs" series published by the National Coalition on School Diversity, www.school-diversity.org.

¹⁹ Richard D. Kahlenberg, *All Together Now: Creating Middle-Class Schools through Public School Choice* (Washington, D.C.: Brookings Institution Press, 2001), 61.

²⁰ Claude S. Fischer et al., *Inequality by Design: Cracking the Bell Curve Myth* (Princeton: Princeton University Press, 1996), 84.

²¹ "Multiple Choice: Charter School Performance in 16 States," Center for Research on Education Outcomes (CREDO), Stanford University, Stanford, California, June 2009, 44, Table 9; and *The Nation's Report Card: America's Charter Schools. Results from the NAEP 2003 Pilot Study* (Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, December 2004), <http://nces.ed.gov/nationsreportcard/pdf/studies/2005456.pdf>.

²² Kahlenberg, *All Together Now*, 50–58.

²³ Robert Bifulco and Helen F. Ladd, "Institutional Change and Coproduction of Public Services: The Effect of Charter Schools on Parental Involvement," *Journal of Public Administration Research and Theory* 16, no. 4 (2006): 553–76.

²⁴ Kahlenberg, *All Together Now*, 62–64.

²⁵ See Gary Miron and Brooks Applegate, *Teacher Attrition in Charter Schools* (Tempe, Ariz: Education Policy Research Unit, Arizona State University, 2007), <http://epsu.asu.edu/epru/documents/EPSTL-0705-234-EPRU.pdf>; Celeste K. Carruthers, "Do Charter Schools Attract Better Teachers than Traditional Public Schools?" National Center for Analysis of Longitudinal Data in Educational Research, Working Paper no. 27, June 2010, http://www.urban.org/uploadedpdf/1001285_thequalifications.pdf; David Stuit and Thomas M. Smith, *Teacher Turnover in Charter Schools: Research Brief* (Nashville, Tenn.: National Center on School Choice, Vanderbilt University, Peabody College, 2010), http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_stuit_smith_ncspe.pdf; Marisa Cannata, *Charter Schools and the Teacher Job Search: Research Brief* (Nashville, TN: National Center on School Choice, Vanderbilt University, Peabody College, 2010), http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_teacher_job_search.pdf; Xiaoxia A. Newton, Rosario Rivero, Bruce Fuller, and Luke Dauter, "Teacher Stability and Turnover in Los Angeles: The Influence of Teacher and School Characteristics," Los Angeles School Infrastructure Project Working Paper (Berkeley, Calif.: Policy Analysis for California Education, 2011), <http://www.stanford.edu/group/pace/cgi-bin/wordpress/2563> (accessed July 28, 2011).

²⁶ Kahlenberg, *All Together Now*, 67–74.

²⁷ National Center of Education Statistics, NAEP Data Explorer, 2008; and Christopher Lubienski and Sarah Theule Lubienski, "Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics," National Center for the Study of Privatization in Education, Teachers College, Columbia University, January 2006, p. 5.

²⁸ R. W. Rumberger and G. J. Palardy, "Does Segregation Still Matter? The Impact of Student Composition on Academic Achievement in High School," *Teachers College Record* 107, no. 9 (2005): 1999–2045.

²⁹ Heather Schwartz, *Housing Policy Is School Policy* (New York: The Century Foundation, 2010), <http://tcf.org/publications/2010/10/housing-policy-is-school-policy>.

³⁰ Carol Morello, "Suburbs Taking On More Diverse Look," *Washington Post*, May 9, 2010, C1.

³¹ See, for example, the 29 regional magnet schools overseen by the Regional School Choice Office in Hartford, <http://www.choiceeducation.org/>.

³² Some of the examples are drawn from Michael J. Petrilli, *The Progressive Parents' Dilemma* (forthcoming). Additional information on the charter schools highlighted in this paper comes from interviews with the schools' leaders: Jeremy Chiappetta (executive director of Blackstone Valley Prep, a Rhode Island Mayoral Academy), e-mail to Halley Potter, November 26, 2011, and phone interview with Halley Potter, November 30, 2011; Karen Dresden (head of school at Capital City Public Charter School), phone interview with Halley Potter, November 16, 2011; Brian C. Johnson (senior academic officer at Larchmont Schools), phone interview with Halley Potter, November 23, 2011; Allison Keil (co-director of Community Roots Charter School), phone interview with Halley Potter, December 15, 2011; Bill Kurtz (chief executive officer of DSST Public Schools), phone interview with Halley Potter, December 13, 2011; Jennifer Niles (founder and head of school at E.L. Haynes Public Charter School), phone interview with Halley Potter, December 19, 2011; and Larry Rosenstock (chief executive officer and founding principal of High Tech High and dean of the High Tech High Graduate School of Education), phone interview with Halley Potter, December 5, 2011.

³³ *Parents Involved in Community Schools v. Seattle School District #1*, and U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools," December 2, 2011, <http://www.justice.gov/crt/about/edu/documents/guidanceelem.pdf>. Like the *Parents Involved* decision on which it

is based, in addition to generally discouraging the use of individual student race as a factor in assignment, the Guidance also lists a number of different approaches that can be used to achieve racial and economic diversity without using the race of individual students. In discussing these approaches, the guidance goes slightly beyond the *Parents Involved* plurality, by suggesting that districts model or test race-neutral policies (such as purely socioeconomic factors) to see if they would achieve racial diversity, before moving on to use more race-conscious measures (like geographic weighting of neighborhoods based on their racial demographics, and so on).

³⁴ For example, Georgia prohibits the use of weighted lotteries in charter schools. "Frequently Asked Questions about Charter Schools," State of Georgia Department of Education, http://www.doe.k12.ga.us/pea_charter.aspx?PageReq=CIIAPCharterFAQS. The federal Charter Schools Program does not allow charter schools to use weighted lotteries except "when they are necessary to comply with title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the equal protection clause of the Constitution, or applicable State law" or when used to give preference to "students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions." Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, U.S. Department of Education, April 2011, section E-3, <http://www2.ed.gov/programs/charter/nonregulatory-guidance.doc>.

³⁵ See the school profiles at the end of the report for information on how leaders at Larchmont Charter School set 42 percent as the school's target.

³⁶ "Application for New Awards; Charter School Program (CSP); Grants for Replication and Expansion of High-Quality Charter Schools," *Federal Register* 76, no. 133 (July 12, 2011): 40890–98, <http://federalregister.gov/a/2011-17490>.

³⁷ See The National Coalition on School Diversity, "Federally Funded Charter Schools Should Foster Diversity," Issue Brief 2, March 2010, <http://www.school-diversity.org/pdf/DiversityIssueBriefNo2.pdf>.

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CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: East Bay Innovation Academy

The charter school estimates that 225 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to East Bay Innovation Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Rochelle Benning and Laurie Jacobson Jones to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Lillie Tullis	Kiearra ^{Boston} Kiearra		8/10/13	K-G	2401 High St ⁹⁴⁶⁰¹ OAK	510) 689-4582
Latinae Jackson	Dania		8/10/13	K	448 Humboldt Ave	510-228-9288
Ang-Shonn Thomas	Demone Crump		8/10/13	9	822 Kirkham Way	(510) 860-0029
Makeda Nunley	Jordan Nunley		8-10-13	7	3640 Brown Ave #A	510 355-5059
Carlo Cruz	Alexia Cruz		8-10-13	3	3369 Victoria Ave	
Maria Gonzalez	Michelle Arango		8-10-13	5	565 45th St #1	(510) 228-2724
Zonia Morales	Zohairi Martinez		8-10-13	6	3719 Redding Ave #1	(510) 333-7250

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

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Parent Name	Child's Name	Signature	Date	Grade Level 2014/15	Address	Phone Contact
Cindy Oludayo	Joshua Oludayo	<i>Cindy Oludayo</i>	8/10/13	2nd	2953 Brookdale ⁹⁴⁶⁰²	(510) 434-0262
Menelle Wright	Zuri Wright	<i>Menelle Wright</i>	8/10/13	Pre K	1972 40th Ave ⁹⁴⁶⁰¹	510 9265105
Levelle Hamilton	Cupcake Brown	<i>Levelle Hamilton</i>	8/10/13	K	3436 California St ^{Oak 94602}	510 593-3295
Sharon Davis	Rylee Davis	<i>Sharon Davis</i>	8/10/13	4	3671 38th Ave ^{Oak 94619}	510 355-7230
Shannon Bardo	May Salchao	<i>Shannon Bardo</i>	8/10/13	Pre K	3421 Sallis Ave ^{Oak 94612}	415 579 1086
Kate Walden	Deck Walden	<i>Kate Walden</i>	8/10/13	Pre-K	3939 39th Ave ⁹⁴⁶¹⁷	(206) 334-4421
Jaette Brandon	Jaetta Brandon	<i>Jaette Brandon</i>	8-10-13	4 / 1st	4790 Tamprans Ave ^{#4}	510-682-4756

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Ruth Hadley	Orlee Hadley	Ruth Hadley	8/10/12	PreSchool	3901 Brown Ave 94619	510/922-9354
Nuska McDaniel	Noah Elijah	N. McDaniel	8/10/12	3rd + 11th	3626 Richmond Blvd.	812-483-8123
Alex Isbrenwala	0089	Alex Isbrenwala	8/10/13	6th grade	29th Avenue 111. A Blvd	510/4288797
Kimberly Quinney	Kamoni	Kimberly Quinney	8/10/13	5th grade	4258 Masterson St Oakland CA 94619	510/672-7528
Ayana Cooper	Jasmin Foster	Ayana Cooper	8/10/13	5th grade	3207 Saddle Brook Dr Oakland CA 94619	510/5308890
Patricia George	Shanika George	Patricia George	8/10/13	1th grade	1017 Marin Way #219 Oakland CA 94619	510/4606
Jeremiah Lorench	Lucy/Jack	Jeremiah Lorench	8/10/13	PreSchool K	3411 Maybelle 94619	(520)784-8284

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Angela Placencia	Nysha Lais	[Signature]	8/10/12	6	2755 Garden St Oakland CA 94601	510 672 6606
[Signature]	Roxanna Howe	[Signature]	8/10/12	4th	3758 Markyone Ave Oakland 94619	510-587-2658
M. P. Cabal	Kamren Delny	[Signature]	8/10/12	3rd	5642 Morse Dr	510 875-3999
MANUEL PEREZ	BRITTNEY VINA	[Signature]	8/10	12	4804 WILLOW AVE	510-715-9888
Florence Enihu	Dawonte Hollas	[Signature]	8/10	9th	3366 62nd AVE #4	510-342-8351
Chanda Crockett	Kyrriya Richardson	[Signature]	08/10/13	6th	2650 22nd AVE OAKLAND CA 94612	(510) 393-9502
JOSEPH BANTIN	NAKAI	[Signature]	8/10	4th	Oakland CA	510.891.2924

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

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Parent Name	Child's Name	Signature	Date	Grade Level 2014/15	Address	Phone Contact
Monica Beatty	Justice B.		8/10/13	5th		770-572-1170
BERTHADE GAINE	simona Serfer		8/10/13	3rd & 2nd	3506 MIDVALE AVE OAKLAND CA 94602	510-610-7526
MARINA CHANOLA	Christopher		8-10-13	2nd & 6	2583 62nd Ave OAKLAND CA 94605	(510) 772 2154
PAUL GARBER	Kaeh		8-10-13	8th	3916 Vale Avenue 94619	(510) 530-3311
Candice Strouss	daniel		8-10-13	K	1351 New Street Oakland CA 94612	(415) 823-7837
Georgia Robertson	Kierah G.		8-10-13	8th	3790 34th Ave Oakland	510 395 5933
Giovanni Molina	Giovanni Jr		8-10-13	3rd	370 High St. Oakland	(415) 823-3481

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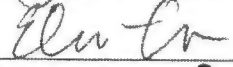


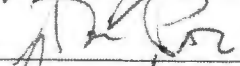
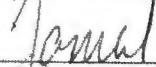
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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Timothy Melancon	Kingston		8/10/13	Kindergarten	3408 Laguna Ave 94602	206-5079 (sic)
Ellen Jacobson	Asa		8/10/13	pre-school	3263 Kansas St	510 3882295
Elisa LeBlanc	Desi, Elliot		8/10/13	2nd, 3rd	4136 Bayo St	510 530 6035
Jianping Guan	Cloris Zhang		8/10/13	preschool	2381 106th Ave	510.429-8282
Brittney Jones	Nhoy catches		8/10/13	early headstart	3621 Lyon ave	510.432.2420
ATTAREAT PELE	EVERETT		8/10/13	preschool	2238 B Lakeshore	415.845.9082
Jamal Mack	Hasani		8/10/13	pre k	3591 65th Ave # 2	510 6861262

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Jaiishi Duchirada	Saya Duchirela	[Signature]	8/10/13	4	1417 Myrtle Oakland	390-6579
Vi Lee	Justin Lee	[Signature]	8-10-13	1	2825 OCTAVIA ST	570-532-5803
Lillian Greggan	Jasmine DeRonen	[Signature]	8-10-13	3	3701 - 64th Ave. #201	570-913-1250
Yriska Sardinas	Carolina McDonald	[Signature]	8-10-13	9	3636 Nevil St Oakland	510-919-3210
" "	Alexandro McDonald	[Signature]	8-10-13	7	" " "	510-919-3210
LELANI CHING	JEREMIAH ALEXANDER	[Signature]	" "	4th & 5th	1600 FRANKLIN ST. 2400 IVY DE OAK 94612 OAK, CA	510.213.9697
Mykah Montgomery	Mylaan Gant	[Signature]	" "	4th	3771 High St. Apt 6 OAK, CA	510-393-3332

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Jozlyn Shirley	Saletha Shirley	Jozlyn Shirley	8/10/13	4th	2079 35th Ave Oakland	(415) 217-3258
Therese Wong	Kristal Wu	Therese Wong	8/10/13	6th	4039th Ave Oakland	(510) 682-5806
Arien Sanderson	Elijah Sanderson	Arien Sanderson	8/10/13	6th	3372 Birdsall Ave "	510 530 5480
Robert Mendez	Santiago Mendez	Robert Mendez	8/10/13	Kindergarten	8405 203rd St Oakland	510-290-9443
Tashen Holmes	Faith Roan	Tashen Holmes	8/10/13	3rd	3350 Laurel Ave	(510) 712-2479
Jauice Cho	Mina Alvarez Cho	Jauice Cho	8/10/13	Pre-School	4038 Brookdale Ave	510/213-9084
Arundel Brock	Juan Trefal	Arundel Brock	8/10/13	3'6	824 Calumet Ave	510 206 4985

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De Lin Hung	Jacquelin Hung		8/10/13	Kind kid	3065 Georgia Ct Apt 1	510-388-6868
Tyler Lopez	Tyler Lopez		8/10/13	6th	2122 Vicksburg	510-755-9386
Tiffany Keller	Destiny, Tydas		8/10	9th, 5th	3060 Capp St. Oakland	510-384-4421
Savita Vasa	Sachi		8/10	Kindergarten	4611 Main St. Oakland	310-713-4222
JAWANA B	NONYA Foster		8/10	6th	3459 Morris St CA 94619	(510) 706-9397
Becky Hanif	Malia Hanif		8/10/13	5th	Ave Oakland CA 94612	94652
Luzmila Pared	Connor head		8/10/13	Pre school	4481 Mattis Ct Oakland CA 94619	510-696-4389

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Jenny Pfeiffer	Juna Beaton		8/10/13	Preschool	4458 Pampus ave	415 999 9196
Jonathan Allen	Gulzed		8/10/13	5 th grade	4183 Observatory Ave	510 88 98463
Michelle Alvarez	Mencelino Celeste		8/10/13	5 th middle school 6-12 (8 th)	3724 Brookdale Ave	510 534-7071
Lien Saetern	Leanne Peau		8/10/13	9 th - 5 th	3899 Maybelle Ave	(510) 735-1185
Prince Lele	Amelia Lele		8/10/13	2 nd	7106 Weld St.	510-409-7176
CALANI KAMAH	RAVEN SAENER		8/10/13	2 nd	3747 MIDVAE AVE.	510 5884228
ROSIE AMAROS	Ricardo		8/10/13	2 nd	2401 35 th AVE	510 328 2797

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Kevin Cooney	Lilian	[Signature]	8-9-13	Preschool	4312 Anderson ^{Oakland}	415-799-9090
Christina Ochoa	Natoya	[Signature]	8-10-13	5th	7062 87th Ave Oakland	510-228-5644
Andrea	Will Kerns	[Signature]	8-10-13	10	4026 Broadway Ave	510-7355-6223
Vicki	Wells	[Signature]	8-10-13	6	3292 Jordan Rd	510-914-0323
Keval Vavoe	Anette	[Signature]	8/10/13	6	5948 Archwood Pt	510-968-3466
Bine Camacho	Dylan & Josepina	[Signature]	8/10/13	2 & 3 yr old	3454 Loma Vista Ave	510-682-6731
Tara Williams	Layla	[Signature]	8/10/13	Preschool	4518 Merrill Ave	510-681-3943

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Tamara Shih	Xander Shih	Tamara Shih	8-10-13	3rd	4449 Mattis Ct Oakland CA 94619	(510) 459-8452
Pamela Lopez	R. Suleman	Pamela Lopez	8/10/13	Kindergarten	7214 Ormiston Oakland	510 967-4028
Reginald Tapia	Armani Norton	Reginald Tapia	8/10/13	4th	3600 Luma Vista Ave Oakland, CA 94619	510) 460-0460
Willy Tan	Ryan Martre	Willy Tan	"	4th	2825 25th Ave Oakland CA 94619	(510) 533-8119
Mercedes Sterling	Thorion Allen	M. Sterling	8/10/13	Preschool	3808 Marion Ave. Oakland, CA 94619	(214) 315-3364
Saidun D'Phra		Saidun D'Phra	8/10/13	Kindergarten	4139 Bayo St Apt D	(510) 485-1213
Tommy Tan	Tyler Tan	Tommy Tan	8/10/13	4th	6028 Broadway Oakland	510 6585421

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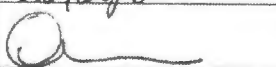
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Bruce Harland	Dorcie Harland	Bruce Harland	8/10/12		4739 Fair Ave Oakland, CA	415 225 8983
Nuvia Castillo	Betzabeth Rubio Karla Rubio		8/10/12	6 grade	OAKLAND 2735 77th ave. CA 94605	510 861 9456
KERBY FRANTZ	DAPHNE FRANTZ		8/10/12	r/s	6423 OUTLOOK AVE 94605	
MARIELE CAMMARATA	EMILIE CAMMARATA		8/10/12	6 TH or 7 TH	4145 MAYBEE AVE OAKLAND, CA 94619	(510) 703-7460
LAURA DEVENDORF	MARJOM BLACK		8/10/13	-	341 42nd ST. APT 2 OAKLAND CA 94609	(949) 521-2385
Qi ming Li	IRENE		8/10/13	8 grade	4208 Reudling St Oakland CA 94619	(510) 531-8671
ANURADHA MITTAL	Soleil Chandrai		8/10/13	1st grade	4624 Kaphan Ave Oakland 94619	510 530 5126

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Lillia Ortiz	Emiliano Lopez		8/10	PreK	2030 40th Ave Oakland	521 710-6776
Dana Paredes	Emiliano Paredes		8/10/13	PreK	2030 40th Ave Oakland CA 94601	510-710-6019
Glenn Yazzari	Maida Mearns		8/10/13	PreK	1404 83th St #1	(510) 278-9071
Simone Thelemaque	Aniya Wilson		8/10/13	Kindergarten	1231 Adeline St #B	510 290 1004
Angel Estep	Patrick Wheat-Pell		8/10/13	Kindergarten	3135 39th Ave #2 Oakland	(510) 94619 228-7702
Domelle Krentz	Za'Rya		8/10/13	Kindergarten	1066 47th Ave Oakland CA 94601	(707) 430-2429
Amberly Frederick	Za'Rya		8/10/13	Kindergarten	1066 47th Ave	(408) 396-1965

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Monica Bullard	Blaine French		8-10-13	5	2900 Viola St Oak 94619	
K. Montoya	Xiomara		8.10.13	5		7074862963
Michelle Nash	Chyua Nash		8/10/13	8	1000 17th St Oakland 94608	510-575-7634
Kiana Johnson	Elizabeth Duss		8/10/13	3	3808 Quigley St #13 Oakland CA 94612	510-978-9902
Kyla Portugal	Luca Portugal		8/10/13	3		510-725-3108
MICHAEL KIMMORIS	OLIVE KIMMORIS		8/10/13	1	2181 York Ave, 94601	510-536-5781
GLORI SIMMONS	"		8/10/13	1	"	"

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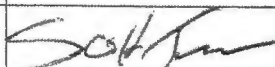

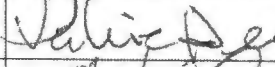
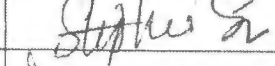

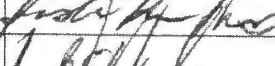

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Scott Turner	Lola Byrnie		8/10/13	5th	827 54 th St	510-520-2551
Terra for Byrnie	Dustin Turner		8/10/13	2nd	827 54 th St	
Valeije Hellmold	Drew		8/10/13	K	4520 Tulip Ave	510-5307968
Stephanie Sun	Brandon Sun		8/10/13	K	3760 Midvale Ave	510-336-3054
Crisleyda Mojica	Stephanie Mojica		8-10-13	2nd	7844 Ash st Oakland	510 962 2874
Toshi Parsons-Moss	Sachi Davis		8/10/13	K	3054 Bona St. Apt A	510-501-4080
Dana Anderson			8/10/13			510-382-1932

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The charter school estimates that 225 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to East Bay Innovation Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Rochelle Benning and Laurie Jacobson Jones to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Uso Mesa	Isidoro Gonzalez	[Signature]	7/9/13	2nd	2012 Sheri St	209-809-7915
Jerry Beunson	Jake Beunson	[Signature]	7/10/13	4th	5111 Telegraph	510-355-6687
Gordon Sun	Brandon Sun	[Signature]	8/10/13	K	3760 Mcdule Ave	510-336-3054
Sue Gatreuer	Eric	[Signature]	8/10/13	7th	200 Santa Clara Ave.	(510)547-8030
Leigh Fites	Logan	[Signature]	8/10/13	2nd	2817 Frye St.	(510)494-6426
ETHEL VAUGHAN	ASHLEY	[Signature]	8/10/13	8	4812 Tompkins Ave	(510)7485-83
CODY STRUB	HAVANA	[Signature]	8/10/13	5TH	1311 SKYLINE BLVD	510 878 7695

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

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Andrea Hess	OSCAR		8/10/13	K	3386 Heron St.	510-285-7660
Rudolph Rodriguez	Angel		8/10/13	K	1856 Buckman Ct Berkeley CA 94704	925-646-1417
Danielle Sherman	Devon		8/10/13	2	P.O. Box 922 San Lorenzo CA 94580	510-415-5114
Suzanne Morton	Freja		8/10/13	K	40 Moss Ave.	510-499-4236
Hail Heron	Andrew		8/10/13	G	3023 Delaware St (Oak)	510-531-5509
Brian O'Boyle	Robert		8/10/13	2	664 Brooklyn	510-332-6585
JAMIE DILLENUTH	JIF		8/10/13	1	3021 MAPLE AVE. OAKLAND, CA 94602	510-499-8597

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Lut. Luan Hudson	Arnsbjornson	[Signature]	8-16-13	11 th	3717 MacArthur ^{Oakland}	510-697-1206
[Signature]	Amelia ORSOLA	[Signature]	8/10/13	3 rd	418 MACARTHUR BLDG OAKLAND, CA	(510)290-2557
[Signature]	LAURENTINA JESSICA	Emmy A. Quintana	8-10-13	8/3	4839 Downick ^{OAK}	ALBUS 510-588-505
Dung Nguyen	Alayna Dac	[Signature]	8/10/13	Pre-school	2035 24 th Ave 94606	510 759 196
Tracy Baker	Emmanuelle	[Signature]	8/10/13	9 th	2901 MacArthur Blvd, #211	(510) 482-2809
Yun Zhou	Joyce Hoang	[Signature]	8/6/13	10 th	2701 Logan St Oakland	(510) 388-4886
Jennifer	Chelsea	[Signature]	8/10/13	Pre-K/Kindergarten	1817 Vicksburg Ave	(510) 938-3680

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Shirley Liang	Tyler LAM	Shirley Liang			3350 Arizona ST	(510) 967-4398
Mabel Bernards	Nicholas	Mabel Bernards	8/10	3RD	3710 Patterson Ave	(510) 304-6526
Manuel Fernando	Manuel Vanzo	Manuel Fernando	8/10	3rd	PO Box 1672 Oakland CA	(510) 424-1245
Tina Huynh	Elaine	Tina Huynh	8/10	4th	3320 High St Oakland	(510) 536-3983
Marc A. Pitts	Zac	Marc A. Pitts	8/10	Pre-school	915 415 Oakland CA	510-326-8803
Patricia M.	Diana M.	Patricia Martin	8/10	6	3473 Loma Vista AVE	(510) 487-2156
Ken Collins	Zoe Blue	Ken Collins	8/10	6th	3500 35th AVE Oakland CA	(604) 753-9647

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PETITION FOR THE ESTABLISHMENT OF EAST BAY INNOVATION ACADEMY CHARTER SCHOOL
Petición para establecer la Escuela Charter East Bay Innovation Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the East Bay Innovation Academy Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter East Bay Innovation Academy. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva Escolar del Oakland Unified distrito apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

	NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2014-2015 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1.	Denise Nelson		1260 Trestle Glen Rd	510-271-0770		Crocker	4/18/13
2.	Indyn Finney		775 Calmar Ave Oakland	510 670 4428	10 th / young	Crocker	4/18/13
3.	CHI NGUYEN		550 18TH STREET	(512) 586-4036			4/18/13
4.	Wendy Guong		4915 Proctor Av	510 332-1837	6 th / 4 th	Hillcrest	4/18/13
5.	Carmen Reyes		13A1 Baker Rd Oakland	510 7010609	3 rd / 2 nd	Crocker	4-18-13
6.	LARRY STONE		1015 CLARENDON cres OAK 94610	510-922-1661	3 rd	Crocker	4/18/13
7.	Kirsten Hanson		608 Santa Ray Oakland 94610	510-551-4071	4 th	"	4/18/13
8.	Katie Rittenberg		825 Rosemount Rd Oakland 94610	510 949-1487	3 rd	Crocker	4/18/13
9.	AMY CITRANO		4121 LAKESHORE AVE OAKLAND 94610	510 839-2755	4 th	Crocker	4/18/13
10.	HELEN SAUNDERS		407d Lakeshore Ave, OAKLAND 94610	510 893-5435	6 th + 2 nd	CROCKER	4/18/13

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1.	Elizabeth Ziegler		53 Villanara Ln. 94611	339-7347	7	Montclair	6-5-13
2.	Cerinne Welton		6016 Johnston Dr. 94611	326-4084	6	Montclair	6-5-13
3.	Amy Schwartzburg		2218 Blake Street 94704	847-5207	2	Belmont	6/5/13
4.	Brian Strauss		775 Calmar Ave 94610	415-786-4969	Pre-K	Cooper	6/5/13
5.	Jessica Spay		7 Estrada, 94611	510-921-2930	6	Princeton	6/5/13
6.	Christy Ponte		801 Calmar Ave 94610	415-225-1484	2	Crocker	6/5/13
7.	Joanne Luby		13211 Clairpointe Way 94619	510-336-1726	A/K/P	Carl B. Munk	6/5/13
8.	Alison Bigelow		6734 Antiken Drive 94611	510-339-1529	6/4TH	Montclair	6/5/13
9.	JENNIFER LOMZE		5601 SNAKE RD 94611	510-482-1942	2nd/6th	Montclair	6/5/13
10.							

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1.	Nimi Tarango		757 Trestle Glen Rd	510 835-1488	2 + 4	Crocker	6/5/13
2.	Charmaine Ehrhart		631 Walavista Ave	415 412-1001	K & 1	Crocker	6/5/13
3.	Irene Lee		684 Walavista Ave	811-1098	1 st	Crocker	6/5/13
4.	Connie Gee		4144 COOLIDGE AVB	510-446- 3497	5 th + 3 rd	Thornhill	4/5/13
5.	Jennifer Shalaf		846 Alma Place	510 599 6988	2 nd + 3 rd	Crocker	6/5/13
6.	Derbi Glosin		2300 Arrowhead Dr, Oak	510 339-6666	6 th	Montclair	6/5/13
7.	Dennis Quirin		1075 BROOKWOOD RD. OAK	510 444 4943	K	Crocker	6/5/13
8.	Nicole Fee		832 Paloma Ave Oak	510 836 0708	6 + 3	CROCKER	6/5/13
9.	Amanda Brown-Sims		762 Walker Ave Oak	510 816-2978	1st	Cleveland	6/5/13
10.	KEENA LUCAS		7065 COLTON BLVD	510-910- ---	6 th & 4 th	MONTCLAIR	6/5/13

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1.	LYNDA DEAKIN	<i>Ly. de Le...</i>	4015 GREENWOOD AVENUE, OAKLAND	415 244 5309	3rd	CROCKER	4.18.13
2.	CATHERINE ROGERS	<i>Catherine Rogers</i>	1019 ARDMORE AVE, OAKLAND	415 370 1719	3RD	CROCKER	04.18.13
3.	JENNIFER MOUTON	<i>Jennifer Mouton</i>	25 SHAWNEE COURT OAK 94619	510-872 4039	1ST AND 2ND	REMOVED THE CHILD RESIDES	4.18.13
4.	KATIA MERRIAM	<i>Katia Merriam</i>	675 MANDANA BLVD 94610	510-910 6639	2ND	CROCKER	4-18-13
5.	LIZ CARTER	<i>Liz Carter</i>	910 Paramount Rd, 94610	510-693- 8347	1st + 4th	CROCKER	4-18-13
6.	Orit Vogel	<i>Orit Vogel</i>	815 Mandana Blvd, 94610	510 8346765	4th 9th	Crocker	4/18/13
7.	AURORA YEE	<i>Aurora Yee</i>	710 PALOMA AVE, OAKLAND 94610	510-452-5259	5th	CROCKER	4/18/13
8.	Elizabeth Lee	<i>Elizabeth Lee</i>	4100 Park Blvd Oakland 94612	(714) 307-8168	6 + 3	CROCKER	4-18-13
9.	Kari Pimentel	<i>Kari Pimentel</i>	1271 Holman Rd Oakland 94610	510-444-1388	6 + 4	Crocker	4/18/13
10.	Tali Lem	<i>Tali Lem</i>	1007 Ashmount Ave 94610	415 706 2100	3rd	Crocker	4/18/13

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1.	Mazina Zehn		9050 McGurran Rd Oakland, CA 94605	510 878-9310	Kindler	Grass Valley Carl Monk	06/06/13
2.	Jennie A. Flanigan		116 Shawnee Ct. Oakland 94609	510-610- 3601	PK	Carl Monk	6/6/13
3.	Charlene Marston		5661 Chappell Pl Oakland 94619	510 531-1947	1st gr + 5th gr	Carl Monk	6/6/13
4.	Leslie Douglas		7000 Snake Rd Oakland 94611	510 339-2709	2nd	Montclair	6-6-13
5.	Stemmy Horne		1848 Gaspar Dr Oakland 94611	415 609 5487	3rd	Montclair	6-6-13
6.	Auti Jayam		6133 Colton Blvd Oakland 94611	510 960 6520	3	Montclair	6-6-13
7.	Noor Jasim		6226 merced Ave Oakland 94611	510-3383 270	4	montclair	6-6-13
8.	Bill Quinn		1414 SKYLINE CA 94619	510 969 5969	4	CARL MONK	6-6-13
9.	Brigetta Pryor		2950 Hollywood Dr. Oakland 94611	(510) 384- 2894	6	Joan Miller - Montclair	6-8-13
10.	Melissa Am... ..		5534 Thornhill Dr Oakland 94611	(510) 917- ...	4	Montclair	6-12

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Monique Terin	Makenzi Terin		7/7/13	6	1216 Bacon Ave Oakland CA 94602	425-709-1858
Aurora Benquez	Sulimo Contreras		7/7/13	9th	3721 East 1st St Oakland CA 94602	510-684-7848
Nancy Rodriguez	Xochitl Rodriguez		7/7/13	1	4138 Webster St Apt 6 Oakland, CA	125-787-5008
Thomas Rodriguez	Xochitl Rodriguez		7/7/13	1	"	" 510 427-6377
Edwin Poon	Nicholas Poon		7/7/13	9th	3739 Magee Ave	510 575-5106
Amber Poon	Noah Poon		7/7/13	4	" "	" "
THOMAS LOAHE	FINN		7/7/13	1	4811 Telegraph Ave #203 OAKLAND CA 94609	925-399-1354

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Kandra Sanford	Ari T.		7/7/13	Pre K	2407 Telegraph Ave	415-517-5673
Carza Jindera Kent	ZAZA		"	"	1006 Jefferson St. i	
William Greber	Arwen & Billy		"	6 th 5 th	4920 Telegraph	-019
Gusele Berto			2/7/13			
ZAC MADDOCK	REIDAN		7/7/13	3 rd	1325 ALCA TRAIL AVE	415-69-0900
RASHID PATEL	Kenneth		7/07/13	3 rd	1325 Alameda Ave	415-69-0801
Ashley Gault	JASMANI SACHSI		7/7/13	6 th	3320 MACARTHUR BLVD	510-512-2111

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RICHARD Jacoby	LANS		7/7	6th	505 43rd St. Oakland CA	510 9146285
Jenn Parker	Ryan		7/7	0 Baby	2000 Franciscan Way	726-1852
STEVE PARKER	Ryan		7/7	0 Baby	2000 Franciscan Way	510-567-1444
Mark Anderson	Mark		7/7	T-K	3427 Adell Ct.	510 407-0496
Rebecca Aden	Sadie		7/7	TK	↓ Y same	510 407 6042
ROXANNE LAMAS	XAVIER		7/7	9th	16 VERNON ST APT 15 OAKLAND CA 94612	510 542-1848
Cristina Lamas	XAVIER		7/7	9th	16 VERNON ST APT 15 OAKLAND CA 94612	510 34575975

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Maria Herrera	Nicolas		7/07/13		5836 Jefferson Ave #4	(510) 937-7120
Shannon Knorr	Kajuan + Joan		7/7/13	2, 3	1447 Main Ave	410-647-8771
Roxanne Young	Maryann Young		7-7-13	5-6	2369 Grant Ave	510 672 2897
Jennifer Hunter	Imanu Sires David Sires	Jennifer Hunter	7/7/13	7th grade (twins)	P.O. Box 23006 Oakland	408-903-5182
Cheryl Jaffe	Ethan		7/7/13	4th		770-685 3355
Margaret Kiss	Alyssa		7/7/13	7th	4124 35th Ave	510 336 2716
Lorena Rivera	Anavey		7/7/13	2nd	245 W MacArthur 11209 Oakland	(510) 500 7839

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Erin Howard	Erin Howard		7/9/13	4th	604 57th St	510 784 4696
Marcia Alvarez	Indira Lopez		7/7/13	2 Grade	42 75th	510 654 1511
Josh Sear	Scarlett Sear		7/7/13	4th	414 43rd St	510-595-7072
S + u Sons	Leo Sons		7.7.13	4 / 2	"	"
Rick Raffati	Lizzie		7/7/13	7	457 43rd St	390 4432
Andrew Pinnell	Silas		7/7/13	2nd gr.	4406 Webster St.	510-601-0098
Jade Burnett	Damien	Jade Burnett	7/7/13	5th	1216 14th St	510-372-3417

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Zenaid Barrios	Cingna	[Signature]	7/7/13	4 th		510 757-8301
Nina Carreras	Esther 9th	[Signature]	7/7/13	9th		510 926 7698
TAFY BNUVE	RONAN 3rd Mina 1st	[Signature]	7/7/13	3rd		510 788-4100
Sophie Vong	Rean	[Signature]	7.7.13	6th		510.816.6197
Stacia Hatred	Macey	[Signature]	7/7/13	5th		510 581 9853
Jess Limmy	SIAMAN	[Signature]	7/7/13	3		50847 8588
Ryan Chinn	LIAYA	[Signature]	7/7/13	5	1809 Brandon St. Oakland 94611	510 654-2214

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Brenda Staley	Sofia		7-7-13	6	6344 SNAKE RD OAKLAND CA 94611	510-338-1077
John Pabst	Adrian		7/7/13	K	4322 West Oakland	
Michelle Kwok	Nathan		7/7/13	K		415-422-7709
Allen Pannou	Allen		7/7/13	5-7-9	4802 Telegraph Ave OAKLAND CA 94609	510 384-7100
Maria	Luis		7/7/13	K	4460 SC 110 Street	510 535 4008
LeAnn Powell	Jarai Rutledge		7/7/13	6 th	9227 C Street Oakland	510-472-1941
Sally A. Perez	BIANNA Perez		7/7/13	7 th	261 Tunis St. Oakland	(510) 827-9836

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T. Jackson	Bayuni		7/10/13	9 th gr.	1918 Rosedale Ave	415 240-6752
L. Gotto	Alex + Anna		7/17/13	5 th + 3 rd	339 San Carlos Ave	510-658-2902
Angelina Naranjo	Dominic Palmer		7-7-13	6 th	4517 Market St #A	(510) 712-2562
Sharon Golden	Charlie Glasser		7-7-13	K	1022 Spruce St	510-525-7448
Cheryl Latouche	Obinna Okafor		7-7-13	2 nd	2338 19 th Ave.	510-393 0721
Shelley Morris	Dolores Turner	Shelley Morris	7-7-13	7 th	659 Hillsborough St #2	510-575-6906
Filberto Tejuame	Rebel Haideman		7/7/13	8 th	625 Canyon Oaks Dr #D	510 467 3854

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John Goodwin	Elizabeth Goodwin		7/7/2013	4 th Grade	4418 Webster St.	510-655-6727
HOWARD FEIGHT	MAYA FEIGHT		7/7/13	4 th GR	1072 - 60 th St	510-282-2080
Steve Schweigert	EDIE		7/7/13	4th	2715 53 th Ave	415-846-9665
Michelle McElroy	TACIA		7/7/13	4th	646 The Alameda	510 813 4143
Jason McNulty	JUNE		7/7/13	2nd 3rd	472 62nd St	415-373-7116
Nachine Shaw	Kai (10 th)		7-7-13	10 th Grade	3419 Lusk St	510-655-8265
Anna Keeffe	Elliot		7-7-13	Kindergarten	3792 Harrison St	510-735-9525

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Milica Mamić	Lucas	[Signature]	7/7/13	5th	3529 Calaveria	510-436-9813
JOHN BLACKWELDER	NEAL LEI	[Signature]	7/7/13	TK	6438 Hilliges Ave	510 350 8098
John Roesler	William [unclear]	[Signature]	7/7/13	5th 3rd	873 Rusonwood Rd	415-577-0589
Chris [unclear]	Nyjis [unclear]	[Signature]	7/7/13	5th	554 Regatta Circle [unclear]	510 355 6081
Ryan Ku	Charlie Ku	[Signature]	2/2/13	PRE-K	5229 Luksky Ave	510 500 5252
Nia Shen	Jan Ku	[Signature]	7/7/13	0	5139 Locksley Ave	415-420-5429
* Michele Green		[Signature]		Teacher from Oakland working in SF		510/485-2745

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William Solow - B.S. Astrophysics - ideaopenworld@gmail.com - Teacher Physics

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Mark Browley	Siah	[Signature]	7/7	2nd	12 Peaching Dr. Oakland, CA 94611	707-774-8457
Daw Osage	Jac & Vivien	Daw Osage	7/7	2nd (twins)	7426 Holly St Oakland CA 94621	510 397 8489
Maura Shannon	Lily Shannon Sutter	[Signature]	7/7	8th	5421 Lawton Ave. Oakland, CA 94618	
Maria Sutter	Lily Shannon Sutter	[Signature]	7/7	8th	54 " "	
Gene W	Anabelle	[Signature]	7/7	1st	7195 Oakman Oaks	510-777-7018
Linda Andrews	Dason Andrews	[Signature]	7/7	DT-11th	2220 10th Ave 450's Oakland 94609	415 375 658
Therese Jackson	Tywan Johnson	[Signature]	7/7	3rd	565 45th St #2 Oakland 94609	(510) 289-3532

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Dev Noiy	Jesse	<i>[Signature]</i>	7/7/13	9	495 48th St. OAK CA	510 547-2424
Beth Ann	Beharah	<i>[Signature]</i>	7/7/13	9	2321 Webster St	
Angele Gidd		<i>[Signature]</i>	7/7/13	10 th	852-54 th St. Oakland CA 94608	(510) 291-4010
Kennetha Resino	Keymar, Chazil	<i>[Signature]</i>	7/7/13	2, PK	421 Oakland Ave #2 Oak, CA 94611	(510) 895-3374
Mona Belkoff	Kuron	<i>[Signature]</i>	7/7/13	Gr 2.	123 Live Water Ln. Pied	510-224-9880
Sim Felicity	Julie	Jim Felicity	7/7/13	4 th	1090 Ailee St	910-652-7410
Lise Rehbein	Bryan, Felicia	Lise Rehbein	7/7/13	6 th	3212 Baker Blvd CA	510 421-2727

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VALERIE JEW			7-7-13		656 CALMAR AVE.	OAK 510-301-2391
Ana Cairanzal	Linda		1/7/13	6 th	1094 57th apt 95 OAK	(568) 322 1707
C. Henri	Abej		7/7/13	2	Berkeley, 94705	
H. Riley	Ewan		7/7/13	K		570.444.5856
Amy Penny	Olivia		7/7/13	Pre-K	Berkeley, CA 94703	415-214-2169
Anne-Mand Despain	Grace		7-7-13	preschool	5740 Ashland Ave	94609
Kathy Calhoun	AKIN (11), Zaire (6) Yazmen (4)		7-7-13	7 th / 2 nd / 4 th / KINDER	939 Hough Ave	unit 14 415.200.4848

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Coral East	Nia	Coral East	6.7.13	4	350 63rd St. Oakland	
Beth Ray	Ruby	[Signature]	6.7.13	4	1150 43rd St Oakland	
Nancy Durila	Alex	[Signature]	7.7.13	6	4601 141st Ave. San Leandro, CA	510 56262
Natalie Guardado	Noah & Jacob	[Signature]	7/7/13	3rd & 4th	845 53rd St. Oakland CA	415 265-4698
Will Gordon	Tom	[Signature]	7-7-2013	7	857 Atterlys Ave	510 529-6150
SELMA RAZA	ARMAAN	[Signature]	07/07/13	2	765 RAND AV OAKLAND 94610	(415) 637-4253
Isaac Pollard	Jackson & Ella	[Signature]	7/7/13	K, 3	4625 Dolores Ave Oakland	(510) 500-3546

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tolly Olive Turney - 415-994-6981; Page 39 hmtturney.08@gmail.com

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Monice McDaniel	Tyonehille	[Signature]	7-7-13	3rd	660 32nd St. Oakland	415-368-1521
Victor Gray	Marion & Vanya Gray	[Signature]	7-7-13	—	1342 105th Ave Oakland	510-584-0484
Jess Redig	W/2	[Signature]	7-7-13	3rd, 1st	436 50th St Oakland	510 923-0893
Athene G. Bk	Fader	[Signature]	7/7/13	Preschool	Oakland, CA	(804) 787-0251
Jen Blum		[Signature]	7/7/13		5812 Harbor View Ave	415-601-7713*
Natasha Geetha Imani Mims		[Signature]	7/7/13	6th	997 92nd Ave Oak	94621 (510) 511744

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teacher

CHARTER PETITION

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The charter school estimates that 225 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to East Bay Innovation Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Rochelle (Shelley) Benning and Laurie Jacobson Jones to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School (2014)	Address	Phone Contact
Ken Lvoff	Ethan Lvoff		7.7.14	4th	2324 Locidge	532.7055
Susie Wise	Hattie Bradshaw		7/7/13	2nd	845-47th St Oakland, CA 94608	(510) 708-0918
Tacia Lapp	Kais Lapp		7/7/13	K	414 40th St #205 Oakland CA 94609	415-531-5704
Alice Grutekfeld	Ka Grutekfeld		7-7-13	1st	182 40th St, Apt 18 Oakland CA 94609	510-652-2386
Janine Snyder	Ivy		7.7.13	K	10765 Sheldahl Oakland CA 94615	415.602.2003
Hunter Pyle	Annsabelle		7/7/13	1st	420 49th St	510-603-9241
Miranda Thorman	Eliar (Lillian)		7/7/13	5th	6434 Salem St. OAK 94608	(510) 844-1592

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures


CHARTER PETITION

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Constance Rice	Aaron Clayton		8/10/13	5 th	3947 Botkdale ave #1	(578) 4160-2846

*Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)*

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CHARTER PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: East Bay Innovation Academy

The charter school estimates that 10 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(f) and who are meaningfully interested in teaching at the School under the charter petition. *Signatures are subject to verification.*

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to East Bay Innovation Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Rochelle Benning and Laurie Jacobson Jones to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Anne Marie Townsend		8/7/2013	(607) 338-2625	Education Specialist SPED	5/17/2017
Joi Dean		8/7/13	(415) 378-4855	Single Subject - Math	2013
GREG POWLER		8/7/13	(408) 832-7342	Single Subject - History	2013
Diego Arambola		8/7/13	415-298-2280	single subject - history	2015
Howard Shen		8/7/13	650-906-2691	Single subject - science	2018

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

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CHARTER PETITION

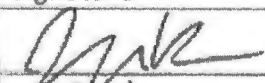




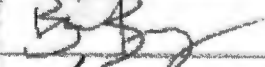


TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:

East Bay Innovation Academy

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Jesse Roc		8/5/13	973.534.7570	CA - Math	2017
Kyle Moyer		8/5/13	415.640.0372	CA - Math	2017
Tyler Sussman		8/5/13	310.351.0231	CA - mult. sub.	2016
Lily Lam		8/5/13	510.541.5727	CA - English	2018
Drew Grisham		8/5/13	415-971-9792	CA - English	2018
Bruce Brega		8/5/13	650.868.3287	CA - Math	2018
 Lubin		8/5/13	781.570-1052	Renewal → PED	2018

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Kevin Bock		8/5/13	630-217-2163	CA - Science - Chem	2017
Andrew Lichtblau		8/5/13	612-316-8239	CA - Resource special	2017
Elizabeth Choi		8/5/13	408-425-8746	CA - Math	2017
Abbie Coffee		8/5/13	831-601-4888	CA - Social Science	2017
Pauci Giampini		8/5/13	(919)606-9882	CA - Spanish	2017
Penelope Pak		8/5/13	(310) 73-8099	CA - English	2015
Kieran McMillen		8/5/13	(301) 461-4579	CA - Math	2017

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Adelaide Grornelli		8/6/13	678-634-3677	Massachusetts ^{regular teacher license} Massachusetts	2018
LEENA BAKSHI		8/6/13	909 702-0674	Biology Professional	clear 2017
Zack Miller		8/6/13	415-939-5632	Math	clear 2038
CATLYN HERMAN		8/6/13	610-554-4937	BIOLOGY	2016
Kelli McGivern		8/6/13	619-990-5045	SPANISH	PRELIMINARY
LILLA TALMANRAGER		8/6/13	650-533-3051	ENGLISH	2014
Charlotte Lum-Ko		8/6/13	650-315-7920	Biology	2014

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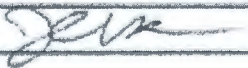
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We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to East Bay Innovation Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Janna Churchill-Bos		7/28/13	916-712-0807	Education Specialist	2016

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

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The petitioners authorize the Lead Petitioner, Rochelle Benning and Laurie Jacobson Jones to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Kelly Johnson	<i>K Johnson</i>	7/25/13	817-676-2073	Single Subject	7/2015

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

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August 1, 2013

To: Oakland Unified School District

At High Tech High (HTH) Charter Schools, where I am founder and CEO, we develop and support innovative public schools where all students develop the academic, workplace, and citizenship skills for postsecondary success. I offer my support to the East Bay Innovation Academy (EBIA), which will develop these capabilities in students starting in 6th grade.

HTH began in 2000 as a single charter high school launched by a coalition of San Diego business leaders and educators. It has evolved into an integrated network of schools spanning grades K-12, housing a comprehensive teacher certification program and a new, innovative Graduate School of Education. We serve over 5,000 students, 98% of which move on to college, 75% to four-year institutions. 35% of HTH graduates are first generation college students.

We are proud of our successful students and are eager to support other schools that share our values and commitments. Many of the elements that have contributed to High Tech High's success will be part of EBIA as well. For example:

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields.
- Increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education.
- Graduate students who will be thoughtful, engaged citizens.

At HTH we believe – and continually prove – that all students can be prepared for college, no matter what their backgrounds. We are committed to enabling others to establish schools based on the HTH design principles. I am delighted to see another school that shares our commitment and philosophy and urge you to approve the charter for EBIA.

Sincerely,

A handwritten signature in cursive script that reads "Larry Rosenstock".

Larry Rosenstock
Chief Executive Officer, High Tech High
2861 Womble Road
San Diego, CA 92106

IDEO

Pier 28 Annex
The Embarcadero
San Francisco, CA 94105

Tel: 415 615 5000
Fax: 415 615 5001



6 August 2013

To Whom It May Concern:

I am writing this letter in support of the East Bay Innovation Academy (EBIA). I believe the school will provide a much-needed option for parents of middle- and high-school aged children who would like to explore options for their children's education in Oakland.

As an Associate Partner at IDEO and the leader of our education portfolio, I have the opportunity to look across many different aspects of our education system – from the priorities of our national agenda, to the needs of parents and teachers, to the innovative models that are being designed to, most importantly, the desires of our students and how they engage in learning. IDEO is a design and innovation company and our focus in education has led us the design of new, innovative school models and programs, both in the US and internationally.

We have learned how important it is to design experiences that engage youth in ways they naturally engage in the world – through social connectivity, through projects where they are able to learn by making, and through the right use of tools and technology that help students learn at their own pace and deepen their skills while they are led by the support of a thoughtful and knowledgeable teacher guiding them.

I am excited to see that EBIA will offer learning experiences that are designed to engage today's students. With project-based learning experiences, students will develop creativity and leadership skills which will carry them well into college, career and life. The blended learning approach will optimize each student's focus on core skills, engaging them through technology as a compliment to classroom teaching. Through service learning opportunities, students will feel the satisfaction of their efforts knowing they can improve their communities. And the personalized learning approach will help students thrive in ways that are unique to their needs.

EBIA's goals are well matched to what we have seen help student fully engage in their learning, regardless of socio-economic status, race, or geography. As our national agenda moves toward ensuring deep, personalized learning experiences and learning through real world challenges, EBIA is well poised to lead the conversation by creating an exciting option for middle- and high-school students.

IDEO

Pier 28 Annex
The Embarcadero
San Francisco, CA 94105

Tel: 415 615 5000
Fax: 415 615 5001



IDEO is pleased to offer our support to the parents and community members that are creating EBIA. Three of our most senior leaders are part of the founding team, and we are excited to bring our experience of innovation to Oakland's youth. I urge you to approve the charter petition.

Sincerely,

A handwritten signature in black ink, appearing to be 'Sandy Speicher', with a long horizontal line extending to the right.

Sandy Speicher
Associate Partner, Education Lead
IDEO



www.calcharters.org

Sacramento Office: 1107 9th Street, Suite 200 • Sacramento, CA 95814 • p 916-448-0995 • f 916-448-0998

Los Angeles Office: 250 E. 1st Street, Suite 1000 • Los Angeles, CA 90012 • p 213-244-1446 • f 213-244-1448

August 12, 2013

Members of the Board of Education
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

Dear Board Members of the Oakland Unified School District:

On behalf of the California Charter Schools Association (CCSA), I ask that you support and approve the East Bay Innovation Academy (EBIA) petition. The EBIA team is committed to providing a high-quality public school option to the Oakland community and they are committed to doing so in partnership with the Oakland Unified School District (OUSD). EBIA will have a strong focus on community—both in and outside the school. The school will serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics in Oakland.

EBIA will be a grades 6-12 college preparatory public charter school that builds upon the strengths of proven models at High Tech High, Uncommon Schools, Summit Public Schools, the Denver School of Science and Technology (DSST), and the Expeditionary Learning Schools. EBIA will focus on STEM, with an emphasis on innovation and design. Through personalization and project-based learning, and by leveraging best practices in curriculum design and technology, EBIA will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

CCSA is committed to supporting quality new school developers through the petition process. EBIA will serve as a laboratory of innovation, defining and refining best practices, including the expanding role of technology in advancing student success. Bringing EBIA to Oakland will certainly contribute to the quality options that are available to Oakland families and students. I encourage you to consider the full merits of this organization and this petition and the transformative impact it would have in your community.

To guide your decision on this charter petition, the California Education Code is clear – a local educational agency shall not deny the approval of a charter petition unless it adopts written findings, specific to the charter petition, that:

1. The charter school presents an unsound educational program;
2. The petitioners are demonstrably unlikely to successfully implement the program;
3. The petition does not contain the required number of signatures;
4. The petition does not contain the required affirmations; or
5. The petition does not contain reasonably comprehensive descriptions of all of the 16 elements described by law.

CCSA has thoroughly reviewed EBIA's petition and firmly believes the school fully meets all these legal requirements. In light of the EBIA's legally compliant petition, commitment to provide a high quality public school to the community, and desire to work in partnership with the district to meet the needs of the community, I ask that you support the approval of the EBIA petition and, in so doing, demonstrate again your commitment to providing high quality public school options in Oakland.

Sincerely,

A handwritten signature in black ink that reads 'Jed Wallace'. The signature is written in a cursive, slightly stylized font.

Jed Wallace
President and CEO



CALIFORNIA
CAPITAL & INVESTMENT
GROUP

CALIFORNIAGROUP.COM

August 13, 2013

Oakland Unified School Board
1025 Second Avenue
Oakland, CA 94606

Oakland Unified School Board:

I'm writing to ask for your support in approving the charter for the East Bay Innovation Academy.

As you may know, I have been involved with a number of charter schools over the last decade including East Bay Conservation Core School, Lighthouse Charter School, Oakland School for the Arts and the Oakland Military Academy.

My children attend Crocker Highlands through the Oakland Unified School District, so I am both a supporter of traditional public schools as well as the charter school movement. Oakland needs more high performing, academically rigorous choices in secondary public education for our children.

Should you have any comments or questions please feel free to contact me at 510.463.6343 or via email at Tagami@californiagroup.com.

Respectfully,

P.H. Tagami



galileo
Innovation camps for kids

Galileo Learning
1021 3rd Street, Oakland, CA 946
800.864.3684
www.galileo-camps.com

August 1, 2013

To Whom It May Concern,

On behalf of Galileo Learning, I submit this letter in support of the East Bay Innovation Academy.

Galileo's mission is to develop innovators who imagine and create a better world. To that end, we employ 1,200 educators every summer who deliver science, engineering, art, technology, and outdoor programming to 36,000 Bay Area children. These students learn to use the Galileo Innovation Approach to turn their ideas into reality. This kind of development enables our society to move forward, and it also allows individuals to create and fulfill a personal life vision that leads to fulfillment.

This summer I gave more than a dozen speeches to parents regarding the need to nurture the creative confidence and innovation skills of young people. At the conclusion of these speeches, the question I heard most often was, "When is Galileo going to start a school?" There is a sizeable group of parents who believe that more project-based learning, design thinking, and creative problem solving is exactly what their kids need.

This summer I also had the chance to visit all 38 of our sites and talk with our staff members. Again, the most often-asked question was, "When can we open a school? This is why I got into teaching in the first place."

I am thrilled that I will soon have an answer for both constituencies: "There's a new school called East Bay Innovation Academy that's perfect for you!"

I have met with the EBIA founders on several occasions, and am impressed with both their plan and the team that will bring it to life. In a short time they have demonstrated the ability to identify and learn from best practices and assembled a team that offers diversity of background, ethnicity, and skills. I especially appreciate their commitment to project-based learning, clarity of founding values, and the identification of the innovator's mindset and process they want to teach.

I look forward to providing my organization's resources (curriculum, educator network, supplies, training, systems, etc.) in support of this important project.

Sincerely,

A handwritten signature in black ink, appearing to read "Glen Tripp".

Glen Tripp
Founder & CEO
Galileo Learning



FOUNDED 1930

August 5, 2013

DOUGLAS PARKING LLC

PARKING, MANAGEMENT & LEASING

1721 WEBSTER STREET

OAKLAND, CALIFORNIA 94612-3411

TELEPHONE (510) 444-7412 • FAX (510) 452-3654

www.douglasparking.com

Oakland Unified School Board:

As an Oakland resident and owner of a business based in Oakland since 1930, I believe that Oakland needs more high performing, academically rigorous choices in secondary public education for our children. You can assist in this goal by approving the charter school application for the East Bay Innovation Academy. The application for this charter school will be made in August 2013 for a proposed school opening of Fall 2014.

EBIA will be a grades 6-12 college preparatory public charter school that builds upon the strengths of proven models at High Tech High, Uncommon Schools, Summit Public Schools, the Denver School of Science and Technology (DSST), and the Expeditionary Learning Schools. EBIA will focus on STEM, with an emphasis on innovation and design. Through personalization and project-based learning, and by leveraging best practices in curriculum design and technology, EBIA will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

EBIA will have a strong focus on community—both in and outside the school. We will serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics in Oakland.

EBIA will cultivate talent and leadership skills that are essential to business success in Oakland. This will be achieved by developing both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences. Additionally, the number of students who excel in math, technology, and innovation will increase and will better enable local businesses to compete in a new, rapidly evolving, economy.

Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,

Steven Douglas

Lakeshore Avenue Baptist Church



H. James Hopkins, Pastor
Mary Alice Cirimele, Church Administrator

August 12, 2013


To: Board of Directors, Oakland Unified School District
From: Pastor Jim Hopkins, Lakeshore Avenue Baptist Church
Re: East Bay Innovation Academy, Application for Charter Status

As a longtime advocate for quality public education I support the application of the East Bay Innovation Academy for charter status within the OUSD. I am appreciative of the quality of its leadership, its well-considered goals, its commitment to diversity, and the attention that its founders have paid to the well being of the community.

I often say that the quality of life of every citizen of Oakland is affected by the quality of the public schools of Oakland. The East Bay Innovation Academy has the potential to contribute greatly to the well being of its students, their families as well as the citizenry of our city.

I recently became a grandfather. My grandson and his family live in Oakland. EBIA represents the kind of school I want him to have the opportunity to attend when he reaches adolescence.

Respectfully,


Pastor Jim Hopkins
Lakeshore Avenue Baptist Church
510-893-2484

Wednesday, July 31, 2013

Supporter Name: Franklin Douglas Fuller, Highland Partners Real Estate
Mailing Address: 5829 Colton Boulevard Oakland, C 94611
Email Address: doug@dougfuller.net
Phone: 415-290-4374

Oakland Unified School Board:

Oakland needs more high performing, academically rigorous choices in secondary public education for our children. You can assist in this goal by approving the charter school application for the East Bay Innovation Academy. The application for this charter school will be made in August 2013 for a proposed school opening of Fall 2014.

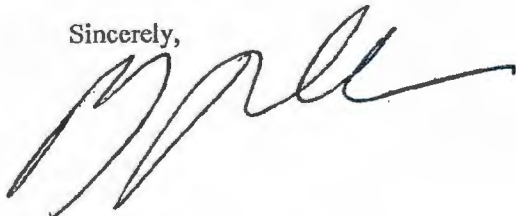
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Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'FD Fuller', written over a horizontal line.



August 6, 2013

RE: Letter of support for East Bay Innovation Academy

To Whom It May Concern:

As the Executive Director of the Junior Center of Art and Science, a nonprofit organization which serves 30,000 children annually through inquiry-based programs such as after school enrichment classes, school outreach workshops, parent/ child school readiness classes and community events. Over 70% of the children we serve are from low income families.

I often have the opportunity to speak to parents about the challenges of finding the best school for their child, especially as they prepare to enter junior high or middle school. The options are limited, especially for low income families. I believe East Bay Innovation Academy will offer families an exciting new choice.

I am pleased to offer my support to the parents and community members who have worked hard to bring this school to the Oakland community. We look forward to the possibility of collaborating with East Bay Innovation Academy in the future.

Sincerely,

Tammara Katsikas
Executive Director

*Executive Director
Tammara Katsikas*

*Dedicated to
all the children
of the East Bay
encouraging wonder
in response to
their environment
and exploration
of their creative
potential.*

*Founded in 1954
An independent
nonprofit organization*



Girl Scouts of Northern California

1650 Harbor Bay Parkway
Suite 100
Alameda, CA 94502
1.800.447.4475
Fax 510.633.7925.

www.girlscoutsnorcal.org

August 8, 2013

To Whom It May Concern:

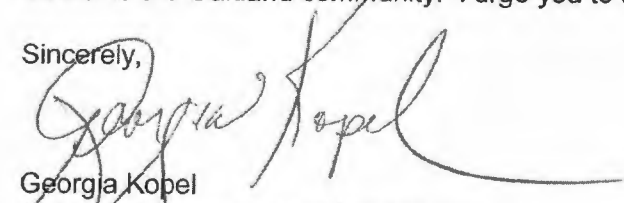
I am writing this letter in support of the East Bay Innovation Academy (EBIA). I believe this school will provide a much needed option for parents of middle and high school aged children who would like to better prepare their children to enter the changing 21st century world.

Girl Scouts have created programming that directs the developmental, emotional and social needs of some 47,000 girls, grades K-12 in Northern California. The Girl Scout model, proven over the course of 100 years, teaches curiosity, tenacity and teamwork. The skills and tools that we develop in our members, in conjunction with strong academic and familial support, have a direct correlation with future success; In short, we foster character and confidence. This is evidenced by one of our core programs, "Girls Go Tech", an initiative to empower girls through increased confidence in math, science, technology and engineering. The educational model proposed by the EBIA is closely aligned with that of Girl Scouts and for this reason I strongly support the approval of this charter.

As Membership Director-Alameda County of Girl Scouts of Northern California, I work closely with young girls and their families in our very diverse community. I understand how challenging it is for children to adjust to structured educational models. It is critical that, as much as possible, children are matched to schools that can support the ways in which they learn best. More and more, parents in our community are beginning to understand this and are frustrated with the lack of options available to them. The EBIA will help to fill this void by providing an option to parents who are looking for an academic environment that includes an emphasis on social-emotional and inquiry-based learning, as well as a broad student demographic.

I'm pleased to offer my support to the parents and community members working to bring this school to the Oakland community. I urge you to approve the charter petition.

Sincerely,



Georgia Kopel
Director of Membership-Alameda County
Girl Scouts of Northern California
1.800.447.4475 ext 3013
gkopel@girlscoutsnorcal.org

August 31, 2013

Maggie Lawson
The Heirloom Chef
6149 Shatuck Ave
Oakland, CA 94609
theheirloomchef@gmail.com
510.395.0205

Oakland Unified School Board:

Oakland needs more high performing, academically rigorous choices in secondary public education for our children. You can assist in this goal by approving the charter school application for the East Bay Innovation Academy. The application for this charter school will be made in August 2013 for a proposed school opening of Fall 2014.


EBIA will be a grades 6-12 college preparatory public charter school that builds upon the strengths of proven models at High Tech High, Uncommon Schools, Summit Public Schools, the Denver School of Science and Technology (DSST), and the Expeditionary Learning Schools. EBIA will focus on STEM, with an emphasis on innovation and design. Through personalization and project-based learning, and by leveraging best practices in curriculum design and technology, EBIA will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

EBIA will have a strong focus on community—both in and outside the school. We will serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics in Oakland.

EBIA will cultivate talent and leadership skills that are essential to business success in Oakland. This will be achieved by developing both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences. Additionally, the number of students who excel in math, technology, and innovation will increase and will better enable local businesses to compete in a new, rapidly evolving, economy.

Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,



Maggie Lawson
Founder and Chef
The Heirloom Chef

LARSON/SHORES

ARCHITECTURE AND INTERIOR

31 July 2013

Oakland Unified School Board:

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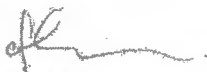
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Sincerely,



Carrie Shores

LARSON/SHORES.COM

510.444.9788 / 1940 UNION STREET #22 / OAKLAND / CA 94607

August 5, 2013

Supporter Name: Brendt Mullan, Inspection Pro's
Mailing Address: 389 Capetown Drive, Alameda, CA 94502
Email Address: bmullan@bpgwi.com
Phone: 510.932.4803

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Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,



Brendt Mullan
Inspection Pro's

August 1, 2013

Supporter Name: Gil Faust, Mason Mcduffie Mortgage Corporation
Mailing Address: 6472 Moraga Avenue, 2nd floor, Oakland, CA 94611
Email Address: gfaust@mmdcorp.com
Phone: 510-847-7195

Oakland Unified School Board:

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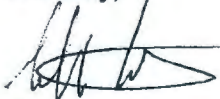
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Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,



Gil Faust
Senior Loan Consultant



M. Alex Peterson, Ph.D.

Pediatric Neuropsychology

August 5, 2013

To Whom It May Concern:

I am writing this letter to support of the application of the East Bay Innovation Academy charter school. I strongly support the mission of the school and believe that they will provide a much-needed educational option for Oakland families looking for a quality education with a solid background in the sciences.

I am a pediatric neuropsychologist in private practice in Oakland, California. Through my profession, I have had the opportunity to work with parents and children in the community. I have been concerned about the limited public school options that are available to middle and high school students in the East Bay. As a neuropsychologist, I have an understanding about the unique ways in which children learn and the need for differentiated model of instruction. I have seen many capable students lose interest in the learning process learning and get off track during the crucial middle school years because of a lack of engagement in the learning process and negative peer influence.

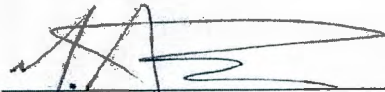
I believe that the East Bay Innovation Academy could be invaluable resource through providing pathway to quality education and success. I am particularly encouraged by the following elements of the East Bay Innovation Academy (as outlined in the executive summary):

1. ***An emphasis on teaching science, technology and engineering.*** There is a need for middle and high students to receive high quality science-based instruction. The curriculum of East Bay Innovation Academy features an emphasis on project-based, learning. This type of instruction is likely to engage students in the learning process and can create an interest in pursuing a career in the sciences.
2. ***Differentiated instruction.*** I was encouraged to see the emphasis that East Bay Innovation Academy places on supporting students' unique learning style. The executive summary notes that low achieving students will be provided with academic acceleration and that high-achieving students will receive an enriched curriculum. The school will also be able to provide academic support for students who have learning disabilities (i.e. through providing IEP programs and a qualified education specialist to serve students with learning needs).

3. *A commitment to diversity.* I am encouraged to see the emphasis that the East Bay Innovation Academy will place on admitting students who have diverse racial and socio-economic backgrounds and reflect the community in which we live. A school that features an inspired teaching staff who is focused on teaching science and technology during a crucial age can have a life-changing impact on disadvantaged youth in our community. A school such as this can provide an alternative to other schools that have an entrenched 'culture of apathy' and provide limited opportunity for students to interact with their teachers.

I am pleased to offer my support for the East Bay Innovation Academy. Thank you for considering my position on this matter.

Sincerely,



M. Alex Peterson, Ph.D.
Licensed Psychologist, CA PSY #18593
Pediatric Neuropsychologist
(510) 531-0500



July 24, 2013

Dr. Carolyn Finnegan
Align Chiropractic Center
6239 College Ave., Suite 201
Oakland, CA 94618
drfinnegan@alignchiro.com
510-654-2207

Oakland Unified School Board:

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Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Finnegan" with a stylized flourish at the end.

Dr. Carolyn Finnegan

Align Chiropractic Center 6239 College Ave. Ste 201, Oakland, CA 94618

510.654.2207

drfinnegan@alignchiro.com

July 31, 2013

Ky Yu - *Owner of Oakland Community
Acupuncture*
15 Croxton Ave.
Oakland, CA 94611
ky@ocaclinic.com
510-332-2300

Oakland Unified School Board:

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Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,



Ky Yu

July 25, 2013

Supporter Name: Eugenia Amador
Mailing Address: 827 Broadway, Ste. 200, Oakland, CA 94607
Email Address: Eugenia@amadoresq.com
Phone: (510) 229-0996

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Sincerely,



Eugenia Amador, Esq.

August 1, 2013

Jack Backus (Jack Backus Architects)
1057 Hubert Road, Oakland CA 94610
jack@jbackusarchitects.com
510-393-9699

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Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,


Jack Backus

July 31, 2013

Sandra Bryson, MFT
5655 College Ave., Suite 317E
Oakland, CA 94618
sandra@sandrabryson.com
510-653-6353

Oakland Unified School Board:

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Please approve the East Bay Innovation Academy charter. We need it for our children and our community.

Sincerely,

Sandra Bryson, MFT

Sandra Bryson, MFT



East Bay Innovation Academy (EBIA)

La Academia de Innovación del Este de la Bahía

EBIA es una escuela secundaria chárter que abrirá sus puertas en el otoño 2014 para estudiantes del 6º y 7º grados.

Situada en Oakland, **EBIA** se fundará en las fortalezas de los modelos probados tales como High Tech High (San Diego), Summit Public Schools (San José) y las Expeditionary Learning Schools. **EBIA** trabajará con los estudiantes para que produzcan labores dignas del siglo 21. Utilizarán instrucción personalizada y aprendizaje basado en proyectos. EBIA también proveerá a los estudiantes con habilidades para que lleven vidas productivas, como ciudadanos de un dinámico y cada vez más competitivo mundo global.

¿Cuáles son la misión y las metas de EBIA?

EBIA preparará a un diverso grupo de estudiantes para el éxito en la universidad y para que sean ciudadanos reflexivos y comprometidos y sean líderes e innovadores en el siglo 21 del mundo global.

Para lograr esto, EBIA declara el siguiente conjunto de metas:

- Producir líderes que colaboren, dirijan modificaciones y tomen la iniciativa en sus experiencias de aprendizaje.
- Ofrecer a las familias un programa consistente con el siglo 21 que complemente las opciones educativas que actualmente se ofrecen en Oakland.
- Aumentar el número de estudiantes que sobresalgan en matemáticas, tecnología, e innovación para convertirse en líderes en una nueva economía en rápida evolución.

¿Estás interesado en saber más?

info@eastbayia.com



East Bay Innovation Academy

EBIA is a 6–12 public charter school opening in Fall 2014 with 6th and 7th grade

Located in Oakland, East Bay Innovation Academy (EBIA) will build upon the strengths of proven models such as High Tech High (San Diego), Summit Public Schools (San Jose) and the Expeditionary Learning Schools. EBIA will engage students in 21st Century work, through personalization and project-based learning. EBIA will also provide students with the necessary skills to lead productive lives, as citizens in a dynamic and increasingly competitive global world.

What are EBIA's Mission and Goals?

EBIA will prepare a diverse group of students for success in college and to be thoughtful and engaged citizens who are leaders and innovators in a 21st century global world.

To achieve this, EBIA declares the following set of goals:

- To develop leaders who collaborate, manage change, and take ownership of their learning experiences.
- To offer families a coherent 21st Century program that complements the educational offerings currently provided in Oakland.
- To increase the number of students who will excel in math, technology, and innovation to become leaders in a new rapidly evolving economy.

Interested in Learning more?

info@eastbayia.com



East Bay Innovation Academy Summary

What is EBIA?

Mission:

To prepare a diverse group of students for success in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

Academic Vision, Focus and Plan:

Located in Oakland, East Bay Innovation Academy (EBIA) will be a grades 6-12 college preparatory public charter school that builds upon the strengths of proven models at High Tech High, Uncommon Schools, Summit Public Schools, the Denver School of Science and Technology (DSST), and the Expeditionary Learning Schools. Through personalization and project-based learning, and by leveraging best practices in curriculum design and technology, EBIA will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

EBIA intends to deliver a personalized learning experience that provides every student the opportunity to achieve their academic goals regardless of their previous preparation and background. Our students are expected to become articulate advocates, building and defending digital portfolios of their work, and to grow into leaders who collaborate, manage change and take ownership. In short, we are a rigorous, Science, Technology, Engineering, and Math (STEM)-based school, with a unique focus on the social and emotional skills needed to be leaders. We aim to equip students with the skills and knowledge that enables them to navigate and confront the challenges of both today and tomorrow.

EBIA will have a strong focus on community—both in and outside the school. We will serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics in Oakland.

EBIA is designed to offer quality programs and additional educational opportunities that are currently not readily accessible to the majority of Oakland students. We intend to bring families back into the public school system by offering a unique, dynamic, and challenging public school option for Oakland families.

Goals:

- To develop leaders who collaborate, manage change, and take ownership of their learning experiences.
- To offer families a coherent 21st Century program that complements the educational offerings currently provided in Oakland.
- To increase the number of students who will excel in math, technology, and innovation to become leaders in a new rapidly evolving economy.

Core Beliefs:

We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:

- We believe in **POSSIBILITY and PERSEVERANCE**: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.
- We believe in **CREATIVITY and CURIOSITY**: we aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination.
- We believe in **COMMUNITY**: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students' success. We value relationships, kindness, integrity, and respect.
- We believe in the **GREATER GOOD**: Our school will open students' minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.
- We believe in **DIVERSITY**: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from themselves, in all aspects of life.

Contact us at info@eastbayia.com

Academic Overview:

EBIA will be a rigorous, college preparatory school in which students of all previous preparation levels will find success. We have a collaborative model that incorporates technology to engage students in scientific, mathematical, literary, historical, and artistic pursuits. While emphasizing inquiry-driven, interdisciplinary, collaborative projects, significant time and resources will be invested into programs that develop student's social-emotional skills and character strengths. Through blended and project based learning, our academic program will be differentiated and personalized to meet students' individual needs and interests. Our model is based upon the following core elements:

The **key features** of the academic program are:

- **Project Based Learning:**
Students will engage in long-term, "real-world", collaborative, interdisciplinary, learning experiences that will culminate in authentic products to be placed in digital portfolios.
- **Blended Learning:**
We will incorporate two types of blended and optimized learning: a rotation model (including flipped classroom), and self-blended model in the later grades.
- **Service Learning:**
In order to instill our core value of giving back to the community and to ensure authentic, real world experiences, students will also engage in external service based projects in which they will both help contribute to and improve their community.
- **Personalized Learning and Advisory:**
EBIA believes that all students learn differently. In order to provide support and choice, every EBIA family will be paired with a school educator, who will stay with the family throughout their years at the school. The advisory group meets for a significant period of time per week and conducts Personalized Learning Plan meetings 2x year with each family to map out personal academic, social-emotional, and career goals for each student.
- **Integrated Classrooms and a Heterogeneous Student Body:**
The school will reflect the larger society that our students will someday join. We will maintain a common intellectual mission where students of all demographic and educational groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to enroll in and complete college.
- **Community Based Intersessions:**
Students at EBIA will participate in 6-8 weeks of in-depth elective courses and/or internships that are run in collaboration with community organizations and local businesses.
- **High Quality Professional Development:**
EBIA faculty will have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession, as they have those six weeks to focus on developing as professionals.
- **Data Driven and Competency Based Instruction:**
EBIA will be a leader in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders.

Why do we need EBIA?

EBIA will reflect Oakland's diversity, from socioeconomic, racial, linguistic, and cultural perspectives, and will support and build community internally and externally. There are currently no high performing, heterogeneous schools in OUSD that focus on blended learning, personalized, project based/experiential learning or 21st century instruction. EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Both our instructional approach and our school composition will address needs of the 21st century and beyond.

East Bay Innovation Academy - Proposed Draft Calendar

2014-2015 School Calendar

August 2014						
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September 2014						
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November 2014						
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9	10	▨	12	13	14	15
16	17	18	19	20	21	22
23	24	25	▨	▨	▨	29
30						

December 2014						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14		16	17	18	19	20
21	▨	▨	▨	▨	▨	▨
28	▨	▨	▨			

January 2015						
Su	M	Tu	W	Th	F	Sa
				▨	▨	3
4	△5	△6	△7	△8	△9	10
11	△12	△13	△14	△15	△16	17
18	▨	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	▨	▨	14
15	▨	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	▨	▨	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	▨	▨	▨	▨	▨	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
Su	M	Tu	W	Th	F	Sa
					1	2
3		5	6	7	8	9
10	11	12	13	14	15	16
17	△18	△19	△20	△21	△22	23
24	▨	26	27	28	29	30
31						

June 2015						
Su	M	Tu	W	Th	F	Sa
	△1	△2	△3	△4	△5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	▨	4
5	▨	▨	▨	▨	▨	11
12	▨	▨	▨	▨	▨	18
19	▨	▨	▨	▨	▨	25
26	27	28	29	30	31	

- School Closed/holiday
- Orientation
- Summer School
- First and Last Day of School
- Intersession
- Faculty PD
- Final Exams/Expeditions Begin
- PLP Days

Sample 6th Grade Bell Schedule

Time	Monday	Tuesday	Thursday	Friday	Instructional Minutes
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	0
8:00-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	15
8:15-8:20	Passing Period	Passing Period	Passing Period	Passing Period	5
8:20-8:35	Advisory	Advisory	Advisory	Advisory	15
8:35-8:40	Passing Period	Passing Period	Passing Period	Passing Period	5
BLOCK 1		Math	Design/Coding		
8:40-10:40	Humanities	Science	PE	Humanities	120
10:40-10:55	Break	Break	Break	Break	15
BLOCK 2	Math		Math	Design/Coding	
10:55-12:55	Science	Humanities	Science	PE	120
12:55-1:35	Lunch	Lunch	Lunch	Lunch	0
BLOCK 3	Design/Coding	Design/Coding		Math	
1:35-3:35	PE	PE	Humanities	Science	120
3:35-5:00	Office Hours	Maker Time/Tutoring	Maker Time/Tutoring	Have a Great Weekend!	0
Total Instructional Minutes					415

Time	Wednesday	Instructional Minutes
7:30-8:00	Breakfast	0
BLOCK 1		
8:00-9:45	Advisory	105
9:45-10:00	Break	15
BLOCK 2	Humanities	105
11:45-12:30	Lunch	
BLOCK 3	Math	
12:30-2:15	Science	105
2:15-2:30	Break	15
2:30-3:20	Design/Coding	60
3:20-5:00	Office Hours	0
Total Instructional Minutes		405

Schedule Notes:

1. Please note we have a rotating block schedule, each week the scheduled time of a specific class may be different.
2. This schedule is a sample schedule for one student, the order of classes may look different for another student.
3. In 7th and 8th grade, the design and coding class (one semester each) is replaced by a language course.
4. Every weekday course block is 2 hours long, except on Wednesdays, when each block is 1.75 hours long.

Sample High School Bell Schedule

Time	Monday	Tuesday	Thursday	Friday	Instructional Minutes
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	0
8:00-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	15
8:15-8:20	Passing Period	Passing Period	Passing Period	Passing Period	5
8:20-8:35	Advisory	Advisory	Advisory	Advisory	15
8:35-8:40	Passing Period	Passing Period	Passing Period	Passing Period	5
BLOCK 1 8:40-10:40	Humanities	Math Science	Coding/Language Study Hall	Humanities	120
10:40-10:55	Break	Break	Break	Break	15
BLOCK 2 10:55-12:55	Math Science	Humanities	Math Science	Coding/Language Study Hall	120
12:55-1:35	Lunch	Lunch	Lunch	Lunch	0
BLOCK 3 1:35-3:35	Coding/Language Study Hall	Coding/Language Study Hall	Humanities	Math Science	120
BUILDING BLOCK 3:20-6:00	Office Hours PE/Sports	Maker Time/Tutoring PE/Sports	Maker Time/Tutoring PE/Sports	Have a Great Weekend!	0
Minutes					415

Time	Wednesday	Instructional Minutes
7:30-8:00	Breakfast	0
BLOCK 1 8:00-9:45	Advisory	105
9:45-10:00	Break	15
BLOCK 2 10:00-11:45	Humanities	105
11:45-12:30	Lunch	0
BLOCK 3 12:30-2:15	Math/Science	105
2:15-2:30	Break	15
2:30-3:20	Coding/Language	60
BUILDING BLOCK 3:20-6:00	Office Hours PE/Sports	0
Minutes		405

Schedule Notes:

1. Please note we have a rotating block schedule, each week the scheduled time of a specific class may be different.
2. This schedule is a sample schedule for one student, the order of classes may look different for another student.
3. In later years Humanities can be split into English and History if desired.
4. In 9th grade, students will have one semester of design class built into their humanities time.
5. PE is an after-school activity in High School
6. Every weekday course block is 2 hours long, except on Wednesdays, when each block is 1.75 hours long.

Sample Teacher Schedule Humanities

Time	Monday	Tuesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-8:20	Passing Period	Passing Period	Passing Period	Passing Period
8:20-8:35	Advisory	Advisory	Advisory	Advisory
8:35-8:40	Passing Period	Passing Period	Passing Period	Passing Period
BLOCK 1 8:40-10:40	Humanities	Humanities	Humanities	Humanities
10:40-10:55	Break	Break	Break	Break
BLOCK 2 10:55-12:55	Prep Humanities Team Prep Individual	Prep Humanities Team Prep Individual	Prep Humanities Team Prep Individual	Prep Humanities Team Prep Individual
12:55-1:35	Lunch	Lunch	Lunch	Lunch
BLOCK 3 1:35-3:35	Humanities	Humanities	Humanities	Humanities
BUILDING BLOCK 3:20-6:00	Office Hours	Faculty Meeting	Faculty Meeting	Have a Great Weekend!

Time	Wednesday
7:30-8:00	Breakfast
BLOCK 1 8:00-9:45	Advisory
9:45-10:00	Break
BLOCK 2 10:00-11:45	Humanities
11:45-12:30	Lunch
BLOCK 3 12:30-2:15	Prep Individual Humanities
2:15-2:30	Break
2:30-3:20	Humanities
BUILDING BLOCK 3:20-6:00	Off

Teacher Schedule Notes:

1. Please note we have a rotating block schedule, each week the scheduled time of a specific class may be different.
2. This schedule is a sample schedule for one teacher, the order of classes may look different for another teacher.
3. Every weekday course block is 2 hours long, except on Wednesdays, when each block is 1.75 hours long.

Proposed Instructional Minutes Calculations

	Regular School Days	Wednesdays	Personal Learning Plan (PLP)	Total School Days
August	13	2		15
Sept	15	4	2	21
Oct	17	5		22
Nov	13	3		16
Dec	12	3		15
Jan	15	4		19
Feb	13	4	2	19
Mar	16	4		20
April	13	4		17
May	16	4		20
June	4	1		5
Total Days	147	38	4	189
Less	4 Orientation Days for New Students (T, W, TH, F)			-4
Grand Total Days (All Students)				185

Total Annual Instructional Minutes

Instructional Min per Day	415	405	60	
Total Annual Instructional Minutes	61,005	15,390	240	76,635
				Less Minutes for Kids who don't need Orientation (1,650)
				Adjusted Total Minutes for 7th, 8th, 10th, 11th and 12th Graders 74,985

Grades	Required Instructional School Minutes	EBIA Proposed Instructional Minutes	Additional Minutes Provided*
Grades 6-8	54,000	74,985	20,985
Grades 9-12	64,800	74,985	10,185

* Please note: New students (6th, 9th, or just new students) receive further additional 1,650 instructional minutes while attending orientation.

Proposed Non Mandatory Additional Support Minutes Available to Students

Support Activities	# of days	# of minutes per day	Total Support Minutes
Summer School (3 weeks, 4 hours/day)	14	240	3,360
Saturday School (2x's per mo - Sept, Oct, Nov, Jan, Feb, Mar, Apr, May - 4hr/day)	16	240	3,840
Office Hours (75 days for 1.33 hours)	75	80	5,985
Maker Time/Tutoring (74 days for 1.33 hours)	74	80	5,905
Total Proposed Non-Mandatory Minutes for Additional Student Support			19,090

* office hours, maker time/tutoring (taking into account passing period after school, assume 1.33 hours on average on Mon, Tues, Wed, and Thurs)

Sample Playlist for Independent Learning U.S. History

Overview

When students sit down at a computer during independent learning time, they will login and there will be a playlist of activities for that unit. Teachers will build in formative assessments to these playlists.

Some of the materials will be teacher created, and others will be based on the most current, most effective technologies available. For example, in math, a teacher may have some teacher designed problem sets and some problem sets from Kahn academy. Each playlist will be leveled, and all students will be required to reach at least a basic level on each playlist. The basic level of mastery will be determined by formative assessments, which are either teacher designed or based on adaptive learning technology. If a student moves more quickly, they can move on to extension activities, which may include interdisciplinary work. Teachers have students set goals, which may require them to do at least some of the proficient or advanced work. Most items in a playlist will also lead to work towards, or be part of, a larger expeditionary project. The size of a playlist will be approximately the size of a unit, or a smaller topics within a unit.

Sample Playlist

Course: US History

Unit: Great Depression

Topic: Life During the Depression

Standards: CA History 11.6.3, Common Core CCSS.ELA-Literacy.RH.11-12.1 through 7.

Essential Questions: For whom is America the land of opportunity and equality? Should the government help the poor? If so, how? If not, who should?

Activities:

Basic:

- PowerPoint on the life during the Depression
- Letters to Mrs. Roosevelt document analysis
- Photographs and analysis of the Great Depression
- Songs and analysis of lyrics from the Great Depression
- Video clips from The Century with guiding questions
- Interpretations of economic conditions charts and graphs
- Journal write from ongoing "American Tale" project which traces generations of one family through US History
- Short multiple choice assessment

Proficient and Advanced:

- Newspaper articles comparing the Great Depression to the Great Recession of 2008-2009, calculating economic indicators from the most recent downturn and comparing them to the Depression. Which was worse and why?
- Analysis of the *Grapes of Wrath* (or other literary source)
- Additional photos, video clips and songs from the Depression
- Document analysis of striking workers during the Depression

Sample Expeditions/Projects

Sample Project #1: 12th grade U.S. Government Expedition

Essential Question (s): How can I have a voice in the government? Why does government matter? How can I make change in the world?

Summary: throughout the course, students will chose an issue that is close to their hearts, to study in depth. Examples include: environmental policy, immigration reform, women’s rights, gun control, tax reform, etc. During each unit and topic of study, they will complete a series of tasks around their issue. The purpose is to give students authentic experiences and to connect all forms and functions of government to an issue that is important to them.

The end result will be a culminating project in which students will “publish” their thoughts and opinions in a “call to action.” This can take the form of a piece of legislation, a presentation, a blog, a YouTube video of a public service announcement, a newspaper article, an art installation, or many other formats. In order to complete the project, students must also complete all of the smaller learning tasks. Students must also complete a paper summarizing their work as well as a short summary presentation.

Sample learning tasks:

Independent Learning:

- Learning the basics: the legislative process and all the participants. Read textbooks, articles, and watch PowerPoint presentations or short video clips.
- Researching and staying current ton the issue: finding credible sources of information with multiple perspectives.
- Researching what legislation already exists and what is being proposed
- Understanding any Supreme Court decisions on the issue
- Understanding which lobbyists and interest groups are involved in the issue, how much power they have, and how they wield their power.
- Identifying which strategies the movement or issue uses to spread information.
- Knowing how the government agency responds to or works with the issue.
- Authentic learning experiences: participating in a protest or march, voting, writing an email to a member of Congress, signing a petition.
- Interdisciplinary learning: learning the science behind your issue, calculating statistics/analyzing federal data, or reading a novel or non-fiction book about the issue.

Note: most of the above could also be done in small groups.

Small Group:

- Team teaching/jigsaw: teaching other students about your issue
- Participating in debates
- Giving or receiving peer feedback/critiquing

- Co-drafting legislation
- Teacher or tutor conference

Whole Group:

- Participating in debates
- Participating in a simulation on how a bill becomes a law, including how the groups related to their issue may lobby for or against this law.
- Making presentations or speeches
- Participating in a Socratic seminar/discussion

Note: most of the above could also be done in small groups.

Final Task:

Students will choose one, authentic format in which to present their learning. They will also have to present evidence that they have completed all the learning tasks that support their final projects, and show evidence of growth on the SEL rubric. Ultimately, students will have to present and defend their work to a panel of peers and faculty and display their work in a celebration of final projects.

Sample Project #2: Environmental Science Project:

This project is based around design principals.

Essential Question/inquiry task:

Identify an environmental issue. How can you solve this problem? Why is your solution innovative and an improvement on all the other solutions that already exist?

Final Product:

Students will identify a key environmental issue and create a solution to the problem. The solution can take many forms (legislation, regulation, new technology, new systems), but must be an authentic and grounded in science. Students must be able to explain how their “product” solves the problem using the correct scientific knowledge. In addition to their product, students must do both a summary presentation and a summary paper. Finally, students must show evidence of growth on the SEL rubric.

Sample learning tasks:

Independent:

- Researching environmental problems and choosing a problem or a part of a problem to work on. (if its group work).
- Identifying the key components of the problem: scientific, political, technical, etc. and writing a brief summary.
- Understanding solutions to the problem that have already been created and evaluating why these solutions are not working or how they can be improved upon.
- Interviewing experts about the problem/holding focus groups/understanding “user experience and customer experience.”
- Teacher and tutor conferences/check-ins/Q&A sessions
- Interdisciplinary work: reading a work of fiction about this environmental issue (such as *Silent Spring* or *The Grapes of Wrath*), calculating or analyzing statistics and data, researching policy issues.

Small Group:

- Team teaching/jigsaw: teaching other students about your problem or specific parts of a problem (if this is a group project)
- Brainstorming solutions
- Interviewing experts about the problem/holding focus groups/understanding “user and customer experience.”
- Building a prototype to fix the problem in teams
- Testing the prototype and getting feedback on it from other students, adults and faculty.
- Teacher or tutor conferences/check-ins and Q&A sessions

Whole Group:

- Obtaining feedback on or testing prototypes
- Presenting and defending a solution

PROFESSIONAL DEVELOPMENT PLAN

OVERVIEW:

A school cannot be successful unless it has the best teachers possible. Key to any school's success is the development of great teachers. EBIA plans to create a Teacher Development Cycle (TDC) that begins with setting goals and growth plans for the school year in the Personalized Educator Plan (PEP). School leaders will also commit to regular observation and feedback to ensure that teachers are meeting their goals and that they have the proper resources to do so. Additionally, the school will offer a number of days of professional development per year, in order for teachers to meet their professional development goals. These professional development days take place at the start of the year, during intersession, at the end of the year, and on dedicated days during the school year. A portion of regular leadership team (faculty) meetings will also be dedicated to professional development. Intrinsic in these professional development sessions are several days dedicated to data analysis of student assessment and student work, to ensure that teachers are meeting their own individual classroom goals as well as the school's instructional goals. PD days will also be dedicated to helping targeted student populations, including special education, ELs, and other struggling students. Finally, EBIA will incorporate the newest technology in teacher development, including video, observation data and online talent management systems.

In the spirit of our innovation and design focus, a portion of professional development time will be investigating the design of the school and making sure the school is using the most up to date, innovative practices in innovation. Faculty will undergo the design process themselves, investigating how to continually "iterate" and improve upon the school and the student experience, and finally engaging in their own "20%" or "maker time."

PROFESSIONAL GROWTH

EBIA will create professional development continuums for all educators and school leaders. The major strands of the continuum are based upon best practices and will include: content knowledge, curriculum, instruction, assessment, advising, leadership, and knowing and understanding learners. Salary strands will correspond to leveling on the continuum. Each teacher's annual Professional Development Plan will be aligned with the school's overall instructional vision and goals, as well as teachers' individual professional development goals as based upon the continuum.

PERSONALIZED EDUCATOR PLANS

At the start of each year, all teachers will complete a Personalized Educator Plan (PEP) with their school leader. In conjunction with their leader, teachers will review the past year's performance and set goals for the upcoming school year, using a template. Goals will include a contribution to the overall school goals (see metrics in EBIA's Charter Petition Element 3), as well as individual classroom goals, and professional growth goals on the PD continuum.

Teachers, like students, will also set goals for growth on the Social Emotional Learning (SEL) rubric. The PEP identifies the teacher's present level of performance in each strand using the professional development continuum, and indicates the teacher's annual goals for growth in one or more strand, how the goals will be measured, and what will define success. Additionally, a work plan for achieving the goals is implemented to ensure EBIA professional development activities are supported and attained throughout the year.

COLLABORATION

In order to grow as educators, teachers need time to analyze data, collaborate with colleagues, get coaching from leadership and peers, write lessons plans and curriculum, share resources and best practices and grade assessments. Research shows that teacher collaboration and creation of professional learning communities, increases student success and teacher resiliency. Teachers will have significant time in grade level teams (working with other teachers who share the same students) as well as same subject teams and interdisciplinary teams to provide the best possible learning experience for students. In order to ensure that EBIA faculty has this time, the schedule has been created to give faculty large amounts of planning time, both individually and collaboratively, each day. While the actual number of minutes varies by grade level and content area, on average EBIA teachers have about 120 minutes of planning time per day. This is a large amount of planning each day compared to most school models, and EBIA budgets for this by having a relatively thin administration structure. Instead, many of the aspects of leading the school are distributed across the faculty, allowing for teachers to have more authentic input into the leadership of the school. Please see a sample teacher schedule in Appendix 1.9

PARTNERSHIPS

EBIA plans to forge partnerships with local universities to provide professional development, a teacher pipeline and to keep abreast of best practices. We will also

partner with local STEM organizations and businesses such as the Lawrence Hall of Science and Chabot Space and Science Center. Additionally, EBIA may consider partnerships with other leading teacher preparation and pipeline programs such as Teach for America, The New Teacher Project, Ed Pioneers and the Broad Foundation.

RETENTION

EBIA intends to create retention and resiliency plans for educators that are tied their professional growth plans. This will include creating a high-trust, collaborative, transparent organizational culture in which teachers are part of the decision making process.

SALARY BANDS

EBIA will have a Skill Based Step and Ladder as part of the compensation plan for faculty and leadership. As teachers improve on the professional development rubric, they will receive raises to their base salary.

EBIA intends to hire a mixture of new and experienced teachers and pair those teachers on teaching teams. We anticipate having very few Expert teachers, but do hope to encourage great teachers to stay in the classroom by having a “career” option in the classroom that rivals leadership positions within a school.

SALARY

Every employee’s base salary should meet the following criteria:

- Be competitive for the education industry.
- Be competitive for the surrounding area.
- Reflect the current level of demonstrated skills, knowledge and performance of the employee.

However, for classroom-based employees, the EBIA professional development rubric will define levels of skill, knowledge and performance, and allow for transparent and objective assessment and evaluation. Thus, the rubric should be the tool used to determine starting salaries and increases to the salary. There will be six levels of performance that correlate to base salary compensation. Under this model, teachers performing at a specific level would receive base salary within a defined salary band that would be competitive in the industry, with a commensurate level of performance. The levels are related to placement on the major strands of the PD rubric.

EBIA Salary Bands			
Level	Range	Approximate Years of Experience	Rubric Strands
Emerging	\$43K-\$48K	0-3 years	1 or more basic
Accomplished	\$48K-\$59K	3-5 years	4 of 7 Highly Proficient
Master	\$60K-\$74K	5+ years	7 of 7 Highly Proficient + National Board Certification
Expert	\$75K-\$100K	10+ years	7 of 7 Expert

9th Grade Personalized Learning Plan

Student: _____

Date: _____

Innovator Norms and SEL Standards

The two innovator norms I am strongest at are:
The two innovator norms I am weakest at are:
Things I will do this year to improve in these two areas:
What will make it difficult for me to improve in these two areas:
The two SEL standards I am strongest at are:
The two SEL standards I am weakest at are:
Things I will do this year to improve in these two areas:
What will make it difficult for me to improve in these two areas:
Other resources I can use to help me improve in above:

Classes and Grades

The Grades I want to get this year:

- | | |
|--------------------------------|-------------------------------|
| a. Earn a(n) _____ in English. | Last year I earned a(n) _____ |
| b. Earn a(n) _____ in Math. | Last year I earned a(n) _____ |
| c. Earn a(n) _____ in Science. | Last year I earned a(n) _____ |
| d. Earn a(n) _____ in History. | Last year I earned a(n) _____ |
| e. Earn a(n) _____ in Spanish. | Last year I earned a(n) _____ |

The class I feel I am strongest at is _____ because _____

The class I feel I am weakest at is _____ because _____

I want to focus on improving in these areas at school this year (pick 2 from this list of topics we will be working on in Advisory this year):

- resolving conflicts
- working in groups
- being organized
- creating quality work
- studying for tests
- acting "professional at school"

I want to focus on improving in these two areas because (give details!!!) _____

Things I want to do this year

One thing I know about college is

One thing I'd like to learn about college is:

One question I have about college is:

One college I'd be interested in going to is: _____ because:

This year I'd like to learn the following about colleges:

Some careers I'm interested in are/because:

One area I know I would never be interested in/because:

I will visit or want to visit these colleges: _____

I will join or start the following club(s) at school: _____

I will also do these activities this year (other classes you will take, skills you want to learn, volunteer activities): _____

Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8:00am							
8-12:20	Class	Class	Class	Class	Class		
Lunch							
1:00-3:10	Class	Class	Class	Class	Class		
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							

Personalized Learning Plan for 20__-20__ Grade 12

Student:

Date:

Long Term Goals

College (type, major, program)

Career?

Personal Development: SEL and Innovator Norms

Community Contribution

Finance

Short Term Goals

Innovator Norms:

The two innovator norms I am strongest at are:

The two innovator norms I am weakest at are:

Things I will do this year to improve in these two areas:

What will make it difficult for me to improve in these two areas:

The two SEL standards I am strongest at are:

The two SEL standards I am weakest at are:

Things I will do this year to improve in these two areas:

What will make it difficult for me to improve in these two areas:

Other resources I can use to help me improve in above:

Apply to college – Please indicate your current status of each of the steps of this process. During your PLP, you will discuss and/or define a step-by-step plan for completing your applications.

- a. Selecting at least four colleges to which to apply – Indicate your list and the deadline for their application

Stretch/Reach: _____

Target: _____

Safety: _____

Safety: _____

-
b. Completing the applications ☐

I have downloaded the application for each of my schools ☐ _____

I have determined what I need for each application _____

I have noted the deadline for each application _____ ☐

I have completed a rough draft of the application _____

I have asked a reliable person to edit my rough draft _____

- c. Make sure your transcript is complete and accurate ☐

List the intersession courses you have taken for each year ☐

9th grade _____

10th grade _____

11th grade _____

List any community college courses you have taken (College and course) ☐

1.

2.

3.

List any other schools you have attended:

- d. Taking the SAT I or ACT Exam – Indicate your best scores:

Reading

Writing

Math

Science (ACT Only)

- e. Taking the SAT II Exam (if appropriate for your list of schools) – Indicate which exams and scores ☐

- f. College Essay / Personal Statement – Indicate your progress ☐

I have determined if my colleges required an essay and if so, what the ☐ questions are

I have brainstormed topics to address the questions _____

I have drafted a piece of writing in response _____

People have edited my writing _____

I have polished the writing _____

g. Decide if you will apply for financial aid

If you will apply, work with your parents to complete the FAFSA

Scholarships applying to:

Grades

Earn a _____ grade point average in my five academic courses, thereby improving (may be appropriate to maintain) my grade point average by _____ points. a.

Earn a(n) _____ in English. Last year I earned a(n) _____.

Earn a(n) _____ in math. Last year I earned a(n) _____.

Earn a(n) _____ in science. Last year I earned a(n) _____.

Earn a(n) _____ in Social Studies. Last year I earned a(n) _____.

Earn a(n) _____ in Spanish. Last year I earned a(n) _____.

Items to be completed this year

Take AP exams (list as many as you think you will take)

Take SAT (circle applicable date(s))

October

November

December

Take ACT (circle applicable date(s))

September

October

December

Take one or more SAT Subject Test exams (if applicable) – remember you can't take SAT I and SAT Subject Tests on the same date

October

November

December

Attend the following college admission presentations (see list):

1.

2.

3.

Visit the following colleges

1.

2.

3.

Extra curricular activities

- Club

- School / community service ☑
- Leadership

Weekly Strategies and Calendar

- Preparing college applications
- Raising GPA
- Preparing for AP
- Preparing for SAT I
- Preparing for SAT Subject Tests
- Innovator Norms and SEL

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8:00am							
8-12:20	Class	Class	Class	Class	Class		
Lunch							
1:00-3:10	Class	Class	Class	Class	Class		
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							

East Bay Innovation Academy
Social Emotional Learning and Skills (SEL)/Innovator Norms Rubric--DRAFT

SEL Skill	Developing	Middle School	Early High School	Late High School
Self-Management	<ul style="list-style-type: none"> • Has difficulty paying attention and is easily distracted • Does not always follow directions • Procrastinates often • Often has a negative attitude • Does not set goals and/or does not follow regularly through with goals 	<ul style="list-style-type: none"> • Pays attention and resists distractions; chooses effective working environments • Remembers and follows directions • Gets to work right away (does not procrastinate) • Can generate ways to develop a more positive attitude • Sets goals and mostly follows through 	<ul style="list-style-type: none"> • Is focused in class • Has 2-3 strategies to develop a more positive attitude • Sets goals, follows through, and can overcome obstacles to reach goals • Identifies positive role models • Recognizes what motivates him/her 	<ul style="list-style-type: none"> • Encourages others to pay attention; suggests ways for classes to stay focused. • Has a “toolkit” of methods to keep a positive attitude • Sets rigorous and challenging goals, and follows through. Is able to revise goals “midstream.” • Is extrinsically and intrinsically motivated
Self-Awareness	<ul style="list-style-type: none"> • Has difficulty identifying emotions and factors that cause stress • Unable to recognize how feelings affect actions • Struggles with identifying strengths and weaknesses • Is unable to control his/her temper • Reacts negatively to criticism • Does not ask for help • Does not view mistakes as part of the learning process 	<ul style="list-style-type: none"> • Recognizes one’s emotions and values as well as strengths and limitations • Can recognize how his/her feelings affect actions • Remains calm even when criticized • Keeps temper in check • Identifies factors that cause stress • Understands his/her physical needs—sleeping, eating, hygiene. • Recognizes when s/he needs help • Has a growth mindset • 	<ul style="list-style-type: none"> • Is able to set goals based on strengths and limitations • Understands and can proactively deal with how his/her feelings affect actions • Can use constructive criticism to his/her advantage • Has a toolkit of strategies to deal with his/her temper • Recognizes when s/he begins to feel stressed • Asks for help when necessary • Can recognize how others perceive him/her • Demonstrates mindfulness and metacognition • Can evaluate his/her own work 	<ul style="list-style-type: none"> • Can describe underlying reasons for his/her feelings • Can predict emotions given a potential event or series of events • Welcomes constructive criticism and feedback • Has strategies to proactively deal with stress, anger or other negative emotions • Proactively asks for help and is confident and unashamed to ask when unsure • Actively recognizes how others perceive him/her and works to manage those perceptions • Recognizes sense of entitlement
Social Awareness	<ul style="list-style-type: none"> • Is exclusionary • Often interrupts • Lacks empathy and understanding • Has trouble seeing different perspectives 	<ul style="list-style-type: none"> • Knows when and how to include others • Allows others to speak without interruption • Shows understanding and empathy for others • Can see diverse perspectives • Recognizes value of code switching 	<ul style="list-style-type: none"> • Seeks out others to include • Actively listens • Can apply and evaluate diverse and multiple perspectives • Recognizes identity separate from peer group • Knows when to code switch 	<ul style="list-style-type: none"> • Is a role model for active listening • Seeks out other perspectives to gain deeper understanding • Can easily code switch
Relationship Skills	<ul style="list-style-type: none"> • Frequently has conflicts with others and has difficulty solving them • Unable to consistently form positive relationships • Has difficulty working in teams (disengages or dominates) 	<ul style="list-style-type: none"> • Is able to find solutions to conflicts with others • Forms positive relationships • Understands the importance and different types of communicating • Can work effectively in teams 	<ul style="list-style-type: none"> • Is able to find win-win solutions to conflicts • Seeks out positive relationships • Effectively communicates with others • Recognizes the value and contributions of others • Can be an effective team leader 	<ul style="list-style-type: none"> • Serves as a role model and leader for conflict resolution • Easily forms positive relationships • Serves as a role model for working in teams
Responsible Decision Making	<ul style="list-style-type: none"> • Makes unsafe decisions • Makes uninformed choices • Is impulsive • May be unethical • Decisions may have long-term negative consequences 	<ul style="list-style-type: none"> • Makes ethical, mostly informed, safe choices about personal and social behavior 	<ul style="list-style-type: none"> • Makes ethical, informed, physically and emotionally safe choices about personal and social behavior. • Chooses productive peer groups 	<ul style="list-style-type: none"> • Is a role model for well-thought out, informed decisions.

East Bay Innovation Academy
Social Emotional Learning and Skills (SEL)/Innovator Norms Rubric--DRAFT

Innovator Norm	Developing	Middle School	Early High School	Late High School
Perseverance	<ul style="list-style-type: none"> Has difficulty working independently Gives up after experiencing failure Often does not finish what s/he started Does not revise or may not revise fully Does not believe that effort will improve his/her future Has difficulty with setbacks 	<ul style="list-style-type: none"> Can work independently Tries again after experiencing failure Finishes whatever s/he begins Revises when necessary Believes that effort will improve his/her future Gets over setbacks 	<ul style="list-style-type: none"> Works independently with focus Tries hard after experiencing failure Revises to a higher level/mastery Gets over setbacks easily; has several strategies to stay resilient Is resourceful—can find assistance to solve problems 	<ul style="list-style-type: none"> Extremely self-driven and self-motivated Celebrates failure and setbacks Can navigate institutions
Kindness	<ul style="list-style-type: none"> Does not always recognize when people need assistance OR recognizes when people need assistance, but usually doesn't offer it. May not buy into the idea of "crew." 	<ul style="list-style-type: none"> Provides whatever assistance s/he is able to if someone asks for it (if it's easy) or finds someone who can help. Is able to empathize with the struggles of others. Recognizes that giving help is essential to the idea of "crew." 	<ul style="list-style-type: none"> Recognizes when people need help and provides assistance you are able to even if it inconveniences him/her. Lives and breathes the idea of "crew." 	<ul style="list-style-type: none"> Actively looks for others, even people s/he doesn't know, in need and is able to provide them with help or resources. Is a role model and leader for the idea of "crew."
Curiosity	<ul style="list-style-type: none"> Shows interest in some subjects, but not consistently Participates in class when interested Does not take academic risks 	<ul style="list-style-type: none"> Has genuine interest in and sees relevance of multiple subjects. Asks someone knowledgeable to explain a topic or answer a question. Asks and answers questions to deepen understanding Takes academic risks: participates well in class, even when uncomfortable Finds joy in learning something new 	<ul style="list-style-type: none"> Actively and regularly participates in class without dominating. Begins and engages in his/her own exploration of a topic and problem solving out of interest. Asks someone knowledgeable to give him/her guidance to explore the topic on his/her own. Encourages others to have enthusiasm about a topic. 	<ul style="list-style-type: none"> Engages in academic and innovative, problem solving pursuits regardless of grade or other reward. Is a role model for the values and ideas of innovation and design.
Leadership and Citizenship	<ul style="list-style-type: none"> Does not buy into the meaning of crew. Dominates or disengages in class, advisory or in the larger community 	<ul style="list-style-type: none"> Understands the meaning of "crew, not passengers". Is a participant. Gives back to the school and larger community. 	<ul style="list-style-type: none"> Lives and breathes the idea of crew. Is an active participant and encourages others to participate Is a leader in giving back to the school and community. Takes responsibility for actions 	<ul style="list-style-type: none"> Is a role model for the idea of crew. Is a leader and innovator in giving back to the school and community
Conscientiousness	<ul style="list-style-type: none"> Does not do homework or meet deadlines Usually has the materials needed when class begins. Can be tardy Has difficulty self-advocating 	<ul style="list-style-type: none"> Does homework regularly and meets most deadlines Seldom tardy Admits mistakes Checks in with teacher when absent Checks progress and assignments online Is mostly organized Has some attention to detail 	<ul style="list-style-type: none"> Regularly asks how s/he can improve Comes to office hours or tutoring whenever s/he has questions Contacts teacher prior to being absent or on the day Has high expectations for self Is organized, can effectively prioritize, and meets deadlines Attention to detail 	<ul style="list-style-type: none"> Helps others take care of their responsibilities or fix problems, such as assisting at office hours or tutoring Has high expectations for self and others Is meticulously organized and meets all deadlines
Respect	<ul style="list-style-type: none"> Understands that respect means respect of self, other students, faculty, and property. Realizes that respect is earned Does not always see the connection between actions and respect. 	<ul style="list-style-type: none"> Respects self: does not engage in harmful behaviors Respects other students: use appropriate language and manners. Respects faculty: does what is asked without arguing, uses appropriate language Respects property: no graffiti, throws away trash, is mindful of everyone's property, leaves things the way you found them 	<ul style="list-style-type: none"> "Calls out" other students when they are being disrespectful—redirects other students. Reports when there are problems with property. 	<ul style="list-style-type: none"> Seeks solutions to problems with school or others students' property issues Is a role model to other students around respect.

East Bay Innovation Academy

**IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504
SECTION 504 POLICY**

Charter School Policy # _____

Date Approved: _____

The Board of Directors of East Bay Innovation Academy recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA").

The Executive Director shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If East Bay Innovation Academy does not assess a student after a parent has

requested an assessment, East Bay Innovation Academy shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. East Bay Innovation Academy shall periodically review the student's progress and placement.

East Bay Innovation Academy will implement this policy through its corresponding Administrative Regulations.

East Bay Innovation Academy

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504
SECTION 504 ADMINISTRATIVE REGULATIONS

Charter School Policy # _____

Date Approved: _____

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by East Bay Innovation Academy (the “Charter School”)
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including

speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The [TITLE: unknown at this time], [NAME: TBD], shall serve as the Charter School's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at [NUMBER: TBD].

9. **Has a record of such an impairment** -- means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

(A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;

(B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or

(C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment

process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom

and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to **[NAME TBD]**, 504 Coordinator c/o East Bay

Innovation Academy, [ADDRESS TBD]. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within El Dorado SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Executive Director or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are

qualified as disabled under Section 504.

- Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

East Bay Innovation Academy

**PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND
PLACEMENT**

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact [NAME], 504 Coordinator, c/o East Bay Innovation Academy, [ADDRESS] with any questions regarding the information contained herein.

A DAY IN THE LIFE OF A TYPICAL STUDENT

AVERAGE MIDDLE SCHOOL STUDENT

EBIA will open at 7:15 am each morning, and the student will arrive between 7:30AM and 8:00AM. Prior to the start of class, he has the opportunity to eat breakfast, use the computers to check progress towards goals, complete homework or study, work with peers or group work partners, or meet individually with a teacher. At 8:00 the student will go to the Great Room for Morning Meeting, where there he will participate in student led community building activities, celebrations of the Innovator Norms, or celebrations of failures. At 8:20 the student will go to Advisory, where each student will have community building, a personalized check in with his advisor, and/or listen to announcements. At 8:40 am the student will begin his first block, humanities. At 10:40 there is a break. At 10:50 the student will go to his second block, math/science. Then at 12:55, the student will go to lunch. After lunch between 1:35-3:35 pm the student will engage in the afternoon block of instruction, which is split between a design/coding class and PE. The final part of the day, from 3:35-5:00 is designated as support and “maker time” with office hours occurring two days a week and tutoring and maker time occurring two days per week.

Depending upon the curriculum objectives, the classes may be organized into groups of twenty-five with each teacher for approximately 55 minutes. Alternatively, the teachers may combine the classes and team teach all 50 students for two hours, or each teacher may keep 25 students for two hours on one day and switch with the teaching partner the next day to see the other 25 students for two hours. There are even ways that the teachers rotate the blocks, so for example the math and science teachers can teach joint lessons. There are an endless number of combinations that will be used to maximize learning and to realize the interdisciplinary curriculum that is designed by all of the teachers of a grade level.

In the classroom, students will be asked to read, write, listen, speak, present, and discuss throughout the lessons and day. The breakdown of classroom time will vary though, with students switching between individual learning time, small group time and whole class time. For example, in a humanities class, one day a student may individually read and analyze primary source documents in preparation for a small group task the next day. Or students may practice math problems in preparation for an individual assessment. Students may be engaged in a history simulation, in whole group instruction, or a teacher may be giving direct instruction on how to take notes from an online lecture during individual learning time. A final example would be students watching videos of instruction and doing the prep work for a science lab that they will do with a partner the next day. Many of these tasks will be work towards an exhibition, or will be work that is included in a portfolio. There are endless combinations of interdisciplinary, differentiated work, in many different formats, many of them leading to work towards an exhibition.

Teachers utilize pre-assessment information to guide expectations for individual students' level of mastery on the standards for each unit. Multiple methods for assessing mastery are offered via expeditions, and often students will have choices. Grade level teachers will work together to ensure that all assessments and major assignments are evenly distributed throughout the semester. In addition, teachers will work to observe the best practice of limiting the amount of work to be completed outside of the classroom each day, including studying and preparing for assessment, to no more than 30 minutes per course.

During each class period the teacher will check to ensure that every student has completed the homework assigned from the previous day. If students have not completed the homework, they will be automatically assigned to stay after school.

In design and coding class, one semester will be devoted to each course. In the design class, students will be working in small groups or whole class, learning and practicing design methodology. In coding class, students will be working mostly individually; however, the teacher may pull small groups of students to answer questions or to tutor, or do some direct instruction to teach larger concepts.

The student will have lunch on the campus between 12:55 and 1:35 pm. The student may bring his lunch or purchase a school lunch from the school lunch caterer. During this time he will be encouraged to socialize and engage in school clubs or activity meetings.

Every day, the student will have advisory in the morning. Each student has an advisor who is a faculty member. The advisor will meet with his mentees for 15 minutes each day and 90 minutes one day per week. During longer advisory time meetings, the advisor will share school announcements, check in with students towards progress towards their goals, facilitate an academic literacy or SEL/Innovator norms activity or lesson, engage the students in a "check-in" to gauge their mood, stress, and needs, or engage students in a community building activity. If the student is required to stay after school for office hours, tutoring, or to complete homework, the advisor will escort that student to the assigned room and check him in with the supervising faculty member.

The average student will periodically attend one or more of his teacher's office hours after school to ask individual questions or receive help. This student will access the SIS system to check the homework assignments or access the handouts and materials. The SIS system will also be used regularly by the student and his parents to track his current grades, attendance and to check assignment due dates.

On days where Office Hours are not offered, students will attend mandatory or volunteer tutoring, or go to Maker Time. In Maker Time, students are encouraged to create and work on whatever projects they wish (as long as it follows school safety procedures and common norms). This time is to encourage innovation. In addition to his academics, this student may also choose to participate on a school athletic team, or join an after school club.

AT-RISK STUDENT / LOW ACHIEVING

This student's daily experience will be similar to the average student's experience with differences described in the following paragraphs.

During the development of this student's Personalized Learning Plan (PLP), the student, parent and advisor will agree to a daily and weekly schedule designed to support the student to succeed. The schedule will reflect the individual's needs, but will likely include one or more mandatory supports that the student will access on a daily basis.

It is probable that this student will commit to remaining at school until 5:00PM each day to complete his homework with the assistance of his teachers, advisor, or tutors. The student will attend all office hours sessions and tutoring sessions. If the student misses a session, the advisor will call home to notify the parent and together they will work to ensure the student is in attendance going forward.

This student will attend additional instructional sessions led by the faculty members, either before school or on Saturdays. During these sessions the teachers will work with small groups of students on skill remediation.

If the student is not experiencing success, all of the student's teachers and an administrator will meet with the student and/or his parents for an "intervention". During the intervention the team will discuss the barriers to success and devise a response plan that identifies what actions will be taken, who is responsible, the expected results, and a six to eight week timeline for reassessing the student's progress. At the end of six to eight weeks, the team will reconvene and assess whether or not the plan is working. If it is working the team will likely keep the existing supports in place because they are achieving success. If it is not working, the team will determine if it is because the responsibilities are not being carried out or if additional or different supports are needed. The team will make appropriate adjustments and plan to reconvene in six to eight weeks to reassess. If at this time the team meets and determines that all of the supports have been implemented and the student is still not successful, the team will recommend that the student be assessed for a suspected learning disability.

It is likely that this student will not have demonstrated mastery of all required content for each course at the end of the semesters. If this is the case, the student will be required to attend a series of Extended Semester sessions facilitated by the faculty during the Intersession periods. During these sessions, the teachers will work with individuals and small groups of students to help them achieve a conceptual understanding and basic mastery of all content from that semester. Students may also be enrolled in Academic Acceleration Courses in math and English to work on key skills.

Sometimes the students may not be able to achieve mastery by the end of an intersession period. In these cases, students will be enrolled in an intersession Academic Make-up course or a summer school course.

SPECIAL EDUCATION

Depending upon the student's disability and goals, this student's daily experience will be similar to either the average or the at-risk student's experience with differences described in the following paragraphs.

During independent study time during the block schedule courses, this student will likely meet with a special education service provider to receive services. The most common service will be Education Specialist support, which will range from individual to small group instruction designed to support the achievement of the IEP goals. However, some students will meet with a speech and language specialist, occupational therapist, or school psychologist. If the student experiences difficulty or a disability in math, he/she will attend the math intersession class described in the at-risk narrative. The student's case manager will regularly check in with the student before and after school and will maintain regular communication with the student's parents or guardians.

This student will receive accommodations and modifications in the regular classroom settings and on standardized tests in accordance with his IEP.

HIGH ACHIEVING

This student's daily experience will be similar to the average student's experience with differences described in the following paragraphs.

Throughout the day, this student will be challenged to explore and master the content of his courses at a deeper level, not through additional work, but through differentiated assignments during individual work time and through his role in group work.

Additionally, this student will be invited to use the intersession and summer to complete additional units of independent study that extend the curriculum and prepare the student for college or AP courses. While the average student will likely take two or three AP exams during his four years, the high achieving student will probably take between five and seven different exams.

ENGLISH LEARNER

Depending upon the student's language proficiency, this student's daily experience will be similar to either the average, or the at-risk student's experience with differences described in the following paragraphs.

All of this student's teachers have been trained in SDAIE methodology and credentialed to teach EL students. The curriculum has been written to incorporate SDAIE methodology. For example, directions and instructions in the class will be given in multiple modes (oral, written, modeled). EL students will be assigned to groups in which at least one other student speaks his first language. The teacher will either in class or during office hours pre-teach key vocabulary and concepts. EL students will be given reading guides or scaffolds for textbook and primary source readings and for writing assignments. During individual learning time, the student will be given differentiated readings and writing assignments, designed to work on EL skills. The student will be given multiple methods for demonstrating conceptual understanding on assessments that are separate from English Language performance.

Additionally, the student will attend the additional sessions in intersession designed to build skill. The student will be strongly encouraged to take summer school courses to continue his language development throughout the entire year.

ARTS-PB

Articles of Incorporation of a Nonprofit Public Benefit Corporation

3564103

To form a nonprofit public benefit corporation in California, you can fill out this form or prepare your own document, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form or document.

Important! Nonprofit corporations in California are not automatically exempt from paying California franchise tax or income tax each year. For information about tax requirements and/or applying for tax-exempt status in California, go to https://www.ftb.ca.gov/businesses/exempt_organizations or call the California Franchise Tax Board at (916) 845-4171.

Note: Before submitting this form, you should consult with a private attorney for advice about your specific business needs.

FILED DAM
Secretary of State
State of California
APR 04 2013 1 Pc

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm

Corporate Name (List the proposed corporate name. Go to www.sos.ca.gov/business/beframe-availability.htm for general corporate name requirements and restrictions.)

1 The name of the corporation is East Bay Innovation Academy

Corporate Purpose (Item 2a: Check one or both boxes. Item 2b: The specific purpose of the corporation must be listed if you are organizing for "public" purposes, or if you intend to apply for tax-exempt status in California.)

- 2 a. This corporation is a nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: public charitable purposes.
b. The specific purpose of this corporation is to Education

Service of Process (List a California resident or an active 1505 corporation in California that agrees to be your initial agent to accept service of process in case your corporation is sued. You may list any adult who lives in California. You may not list your own corporation as the agent. Do not list an address if the agent is a 1505 corporation.)

3 a. Laurie Jacobson Jones
Agent's Name
b. 774 Calmar Ave Oakland CA 94610
Agent's Street Address (if agent is not a corporation) City (no abbreviations) State Zip

Corporate Addresses

4 a. 774 Calmar Ave Oakland CA 94610
Initial Street Address of Corporation City (no abbreviations) State Zip
b. Initial Mailing Address of Corporation, if different from 4a City (no abbreviations) State Zip

Additional Statements (The following statements are for tax-exempt status in California.)

- 5 a. This corporation is organized and operated exclusively for the purposes set forth in Article 2a hereof within the meaning of Internal Revenue Code section 501(c)(3).
b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
c. The property of this corporation is irrevocably dedicated to the purposes in Article 2a hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, educational and/or religious purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

This form must be signed by each incorporator. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of incorporation.

[Signature]
Incorporator Sign Here

Laurie Jacobson Jones
Print your name here

Make check/money order payable to: Secretary of State
When filing, we will return one (1) uncertified copy of filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

By Mail
Secretary of State
Business Entities, P.O. Box 944260
Sacramento, CA 94244-2600

Drop-Off
Secretary of State
1500 11th Street, 3rd Floor
Sacramento, CA 95814

3564103

A0743458

CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

FILED
Secretary of State
State of California

JUL 12 2013

iec

The undersigned certifies that:

1. I am the sole incorporator of East Bay Innovation Academy, a California nonprofit public benefit corporation.
2. **Item 2** of the Articles of Incorporation of this corporation is amended to read as follows:

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote East Bay Innovation Academy, a public charter school.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the sole incorporator.
4. No directors were named in the original Articles of Incorporation and no directors have been elected.
5. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

Laurie Jacobson Jones

DATE: July 5, 2013

Laurie Jacobson Jones, *Sole Incorporator*



I hereby certify that the foregoing transcript of _____ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 22 2013 *rpc*

Date: _____

Debra Bowen
DEBRA BOWEN, Secretary of State

BYLAWS
OF
EAST BAY INNOVATION ACADEMY
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is East Bay Innovation Academy (or "Corporation").

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

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

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

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

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

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

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

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

**ARTICLE V
DEDICATION OF ASSETS**

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

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

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

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than eleven (11), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). The Board shall include at least one (1) parent/guardian of a currently enrolled student as well as community members.¹ Board members shall be sought who have experience in one or more of the following areas: education, government, law, business, finance/accounting, facilities, or public relations. No Charter School employees shall serve on the Board. All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws.

The initial Board of Directors shall be composed of five (5) directors serving staggered terms of service of either two (2) or three (3) years each. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Amber Banks	TBD – upon approval of charter
Rochelle Benning	TBD – upon approval of charter
Laurie Jones	TBD – upon approval of charter
Kimberly Smith	TBD – upon approval of charter
Tali Levy	TBD – upon approval of charter

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

¹ Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business.

Section 5. DIRECTORS' TERM. Except for the initial Board members serving an initial staggered two (2) or three (3) year term of service, each director shall hold office for three (3) years and until a successor director has been designated and qualified.

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

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

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of a parent/guardian to have a child currently enrolled in the Charter School.

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

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

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a

regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by

telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the granting agency's boundaries;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;²
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.³

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the

² This means that members of the Board who choose to use their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

³ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the entire Board;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be

set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair.

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

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board is elected, he or she shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board is elected, there shall also be a Vice-Chairman of the Board. In the absence of the Chairman, the Vice-

Chairman shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 8. **PRESIDENT.** The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. The President shall not also be a Board member, but will only serve in an officer capacity.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary may have such other powers and perform such other duties as the Board or the bylaws may require.

Section 10. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

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

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X

CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XII

INDEMNIFICATION

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

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

ARTICLE XIII

INSURANCE

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

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

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

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV
INSPECTION RIGHTS**

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

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

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

**ARTICLE XVI
REQUIRED REPORTS**

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

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;

- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

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

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the East Bay Innovation Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of East Bay Innovation Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of the foregoing 12 pages, are the bylaws of this corporation as adopted by the Board of Directors on [REDACTED], 2013; and that these bylaws have not been amended or modified since that date.

Executed on [REDACTED], 2013 at Oakland, California.

TBD on Approval of Charter Petition [REDACTED]
[INSERT NAME], Secretary

EAST BAY INNOVATION ACADEMY (EBIA)**CONFLICT OF INTEREST CODE****I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, East Bay Innovation Academy adopts this Conflict of Interest Code ("Code"), which shall apply to all board members, and all other designated employees of East Bay Innovation Academy (or "Charter School"), as required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Board members and employees who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "Designated Reporters." The Designated Reporters are listed in "Exhibit A" attached to this policy and incorporated by reference.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Reporter shall file a Form 700 Statement of Economic Interest ("Form 700") at the time and manner prescribed by California Code of Regulations, Title 2, Section 18730, disclosing financial interests as assigned in Exhibit A. The specific financial disclosure responsibilities assigned to each Designated Reporter are set forth in Exhibit B.

Filing of Annual Statements. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the Alameda County Board of Supervisors.

V. DISQUALIFICATION

No Designated Reporter shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Reporter or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Designated Reporters Who are NOT Board Members

When a Designated Reporter who is not a Board member determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the EBIA Executive Director who shall record the employee's disqualification. In the case of a conflict involving the EBIA Executive Director, this determination and disclosure shall be made in writing to the Board.

B. Board Member Designated Reporters

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

DESIGNATED REPORTERS

Designated Reporter - Title	Assigned Disclosure Category
Governing Board Members	1, 2, 3
Executive Director	1, 2, 3
Office Manager	2, 3
Middle School Principal	2, 3
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The EBIA Executive Director may determine in writing that a particular consultant although a "designated position" is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The EBIA Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Govt. Code § 81008.)

EXHIBIT B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any county in which the Charter School operates.
- b. Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by the Charter School, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extracurricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from sources which are engaged in the performance of work or services of the type to be utilized by the Charter School, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

AMBER BANKS

Amber is a Practice Associate at Education Trust West, where she identifies and advocates for strategies that ensure opportunities for low-income students in California to receive a high-quality public education. She has worked as a teacher, researcher, and advocate in the education sector for the past fifteen years and is a dedicated champion of education equity. She started her career as a special education teacher in Los Angeles, and has taught students from a variety of backgrounds in all grades and subjects. Amber has designed and implemented innovative inclusion programs, project-based curricula, and teacher professional development. In addition, she directed a parent leadership and training initiative in South Seattle and worked as a research assistant focused on diversity and school/community partnerships at the University of Washington. Most recently, Amber completed an Education Pioneers Yearlong Fellowship at the Pahara Institute and is currently a member of the Education Pioneers Bay Area Alumni Board. She holds a B.S. in Journalism from Boston University and is completing a Ph.D. in Education Leadership and Policy Studies at the University of Washington. Amber lives in Oakland with her husband and their adorable cat, Sophie.

ROCHELLE (SHELLEY) BENNING

Shelley is a co-founder and board member of the East Bay Innovation Academy. A business leader with 20+ years of experience in Audit, Risk, Compliance, and Finance, Shelley currently serves as the Director of IT Compliance Operations and Leadership Administration for Kaiser Permanente, the largest managed healthcare organization in the United States. Previously she worked as a Director of Internal Audit for Charles Schwab & Co and the Operations Finance Director for Levi Strauss Europe Middle East and Africa. Shelley was a 2010 participant in the Aspen Institute – NewSchools Fellowship program, "The Aspen Seminar on Leadership, Values, and The Good Society". In 2012 she completed Harvard Business School's High Potential Leadership Program, and began coursework to attain Stanford University's Advanced Project Management certification. She has a MBA and BS degrees from San Francisco State University, and holds Certified Information Systems Auditor (CISA) and Project Management Professional (PMP) professional certifications. Shelley lives in Oakland with her husband and two children, ages 8 and 10.

LAURIE JACOBSON JONES

Laurie is a co-founder and board member of the East Bay Innovation Academy. A technology leader with 20+ years of experience, Laurie currently is the CEO and founder of Customer Zen, a privately held firm that helps emerging technology companies build their Customer Success Delivery capabilities. Previously Laurie worked as the VP of Operations at Salesforce.com, VP of Professional Services Operations at SupportSoft, VP of Global Customer Support at Embarcadero Technologies, and as the Vice President of Customer Support at PeopleSoft. Laurie has a BA from San Jose State University and a certification in early childhood education. Early in her career, Laurie taught and was the assistant director of a preschool. Her work with children has continued since through volunteer roles at the Junior Center of Arts and Science, Girl Scouts, Girls Leadership Institute and Camp Reel Stories. Laurie lives in Oakland with her husband and two children, ages 3 and 8.

TALI LEVY

Tali Levy has been an Alameda County Public Defender for fifteen years. During that time, she has represented indigent clients in all aspects of their criminal cases. From misdemeanors to complex felonies, she represents clients in all court proceedings, including pretrial conferences, motions, court trials and jury trials. Through negotiation and litigation, she achieves the best possible outcomes for her clients. She spent two years working in Drug Court, working collaboratively with the court, district attorney and treatment providers to assist clients with serious substance abuse issues. For the last 2.5 years, she has worked at the Alameda County Juvenile Justice Center, representing minors in delinquency cases. She has served as the Public Defender representative to the Alameda County Restorative Justice Task Force. She holds a JD from Stanford Law School, an MALD from the Fletcher School of Law and Diplomacy at Tufts University and a BA from UC Berkeley. She lives in Oakland with her husband and two children.

KIMBERLY SMITH

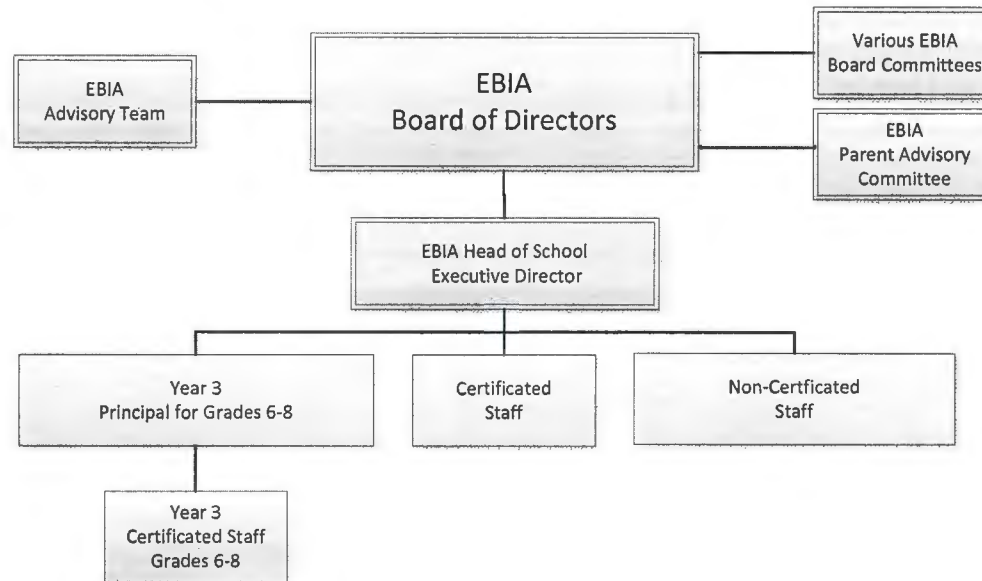
Kim is a co-founder and board member of the East Bay Innovation Academy. Kim is a veteran in the education reform arena, and currently serves as the CEO and founder of the Pahara Institute, a national nonprofit that aims to identify, strengthen, and sustain diverse high-potential leaders who are transforming public education. Its programs, including the Pahara-Aspen Education Fellowship (previously the Aspen-NewSchools Entrepreneurial Leaders for Public Education Fellowship), are designed to identify seasoned leaders in education reform, and through a time-tested dialogue approach, strengthen, and sustain their efforts to bring

about transformational improvements in our public schools – especially those in under-served communities. She is widely recognized as an innovative and entrepreneurial leader in education, and was featured in Newsweek’s report on the “Women of the 21st Century” as “the kind of woman who will shape America’s new century.”

Immediately prior to the Pahara Institute, Kim was co-founder of Bellwether Education Partners. Earlier in her career she served as a founding team member at Teach For America, created and led an AmeriCorps program for community-based leaders in education, managed a business start-up and completed a brief stint in early online learning at Silicon Graphics. After completing her M.B.A. at Stanford University, she co-founded and led NewSchools Venture Fund, a philanthropy focused on transforming public education through social entrepreneurship, where she helped to catalyze a new, bipartisan, cross-sector community of entrepreneurial change agents for public education.

Ms. Smith has helped to incubate numerous education and social change organizations and has served on a range of boards, which currently include those of Pahara, Bellwether Education Partners, NewSchools Venture Fund, Rocketship Education, and ROADS Charter School. She has authored or co-authored a number of publications about innovation and social entrepreneurial change in education, including “What Is Educational Entrepreneurship?”, “Social Purpose Capital Markets in K–12”, “Creating Responsive Supply in Education”, “Innovation in Education: Problems and Opportunities”, “Supporting and Scaling Change: Lessons from the First Round of the Investing in Innovation (i3) Program”, and “Steering Capital: Optimizing Financial Support for Innovation in Public Education.” She is a Henry Crown Fellow at the Aspen Institute and a member of the Aspen Global Leadership Network. She is based in the San Francisco Bay Area, where she lives with her husband and two daughters.

East Bay Innovation Academy Organization Chart



EBIA SCHOOL LEADER RECRUITING STATUS

East Bay Innovation Academy (EBIA) has started the process to identify the right Executive Director Candidate.

We have published a job description and posted it with good success on the following websites:

- California Charter School Association
- Edupreneurs
- Teach for America
- UC Berkeley Principal Leadership Institute
- Stanford School of Education
- University of Wisconsin, Madison
- Harvard School of Education
- Columbia Teachers College
- Vanderbilt
- Edjoin

We have also circulated the job description to our wide network of EBIA advisors, school principals, CMO leaders, and nationally known education recruiters.

SELECTION PROCESS

1. **Initial Screen:** Hiring Committee Chair will review resumes, cover letters, and recommendation letters.
2. **Initial 1:1 Screening Interviews:** Hiring Committee Project Chair will conduct 1:1 phone interviews with candidates.
3. **School visit:** For searches that take place once the facility has been selected, candidates will visit the school for a few hours. Activities will include: tour and informal conversations with staff.
4. **Panel Interviews:** The panel interviews include: separate interviews with members of the panel (teachers, classified staff, parents, Board members); observation of coaching skills (candidate watches a 10 minute video and conducts a post-observation conference) as part of the teacher panel; and data project (candidate analyzes data and develops recommendation).

5. **Follow-up Interview:** Hiring Committee Project Chair and Board Chair each conducts a 1:1 follow-up interview with finalist candidates based on questions raised during panel interviews.

HIRING PANEL

Panelists commit to participating in interviews of all candidates and in the post-interview debrief and decision discussions. Panelists will be trained as necessary. The Hiring Committee will include:

- 2-3 educators
- 2-3 parents
- 1-2 non-teaching staff members
- 1-2 Board members
- 1-2 Advisory Board members

EAST BAY INNOVATION ACADEMY EXECUTIVE DIRECTOR/HEAD OF SCHOOL POSITION DESCRIPTION

East Bay Innovation Academy is seeking an experienced, dynamic, and passionate founding Executive Director/Head of School for our new charter school, targeted to open Fall 2014. The Executive Director/Head of School serves as the lead administrator of the school and is hired by and reports directly to the Board of Directors.

ORGANIZATION PROFILE

East Bay Innovation Academy is a 6-12 college preparatory public charter school that will build on the strengths of proven models at High Tech High, Uncommon Schools, Summit Public Schools, the Denver School of Science and Technology, and Expeditionary Learning Schools. Through personalization and project-based learning, and leveraging best practices in curriculum design and technology, EBIA will engage students in 21st Century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world. We have a collaborative, multi-disciplinary model that incorporates technology to engage students in scientific, mathematical, literary, historical, and artistic pursuits. Finally, EBIA will have a strong focus on community—both in and outside the school. We hope to serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics in the surrounding area.

QUALIFICATIONS

The Executive Director/Head of School will have the following qualifications:

Required

- **Managerial Leadership**
 - Experience managing a growing start-up organization, specifically related to building and inspiring a strong professional culture, strategically aligning and securing resources, creating and implementing accountability systems, and managing transitions.
 - Three to five years successful educational administrative experience, preferably as a principal or vice principal or an urban high school.
 - An ability to build and maintain a successful, collaborative faculty culture, and a track record of grooming and promoting team members to roles of increasing responsibility
 - Proven experience in fundraising and grant solicitation

- **Instructional Leadership**
 - MA or PhD in Education, as well as valid administrative credential.
 - Minimum of three years teaching experience, with a proven record of high student achievement

- Highly proficient in using technology and interested in the potential of technology to impact urban education.
 - Demonstrated proficiency in implementing successful data driven instruction and a data driven culture.
 - Knowledge of project based learning, service learning, and blended/optimized learning.
 - Ability to set a clear vision and goals, based on data, for effective instruction and ensure alignment of staff to vision and goals.
 - Proven ability to create and model a culture of academic rigor for students and staff, a sense of urgency to address the needs of students and a relentless drive to attain results.
 - Effective staff leader, with proven ability to hire, train and develop teachers and administrators.
- Community Leadership and Communication
 - A strong belief that all students can learn at the highest levels and that all students can be successful in college.
 - Culturally-competent leader who values diversity, engages in cultural self-assessment, skillfully manages the dynamics of difference, and has a high level of cultural knowledge and experience specific to leading inclusive organizations in diverse urban settings.
 - Excellent communication through different media and with a variety of stakeholder groups; strong presentation and interpersonal skills.
 - Organizational Leadership and Adaptability
 - Excellent organization, time management and follow-up skills as demonstrated by either a portfolio of implemented strategies or other concrete artifacts that illustrate the presence of these skills.
 - Adaptability to change; able to work in a creative and demanding learning environment and to problem-solve and manage ambiguity and adversity.
 - Driven adult learner dedicated to his or her own professional growth.

Preferred

- Experience working in both traditional and innovative school environments.
- Experience and training in project-based learning models and/or design thinking.
- Working knowledge of another language.

POSITION RESPONSIBILITIES

The Executive Director/Head of School will lead, manage and oversee all functions of individual school site, including the education program to ensure high student academic performance, budget to ensure fiscal solvency of site, recruiting and talent development to build a highly collaborative high achieving team, school office operations, community relations and facilities in accordance with EBIA standards, including the following:

- Understand, promote and support the mission, vision and guiding principles of EBIA

- Ensure that all stakeholders understand, promote and support the mission, charter and guiding principles of EBIA.
- Be the instructional leader: create an implement instructional vision and goals, and align teacher development to these instructional goals.
- Build a culture of high expectations: demonstrate excitement about learning and excitement about engaging children in learning; attempt to know every student attending the school and uphold high expectations for students.
- Develop a sense of community and a strong school culture: be available to families on a regular basis, seek input from all stakeholder on all school programs, keep families informed of and involved in policy changes at the school; encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure.
- Develop and administer the budget as approved by the Board of Directors in accordance with generally accepted accounting principles. Develop and monitor strategies for ensuring long-term financial viability of the school.
- Oversee all operational aspects of the school; establish and maintain efficient and effective systems and procedures, including technology selection and refining the use of technology at the school.
- Manage all recruitment and public relations outreach, marketing, and school admissions.

APPLICATION PROCESS

We are strongly committed to hiring a diverse and multicultural staff. Please send a resume and compelling letter of interest via email to jobs@eastbayia.com

Thank you for your interest in this position.

EAST BAY INNOVATION ACADEMY (EBIA)
TEAM MEMBER HANDBOOK
DRAFT - June 2013

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WELCOME

Welcome to East Bay Innovation Academy! As team member at EBIA, you are an integral part of helping us achieve our mission. Your dedication to our students, pride in your work and commitment to EBIA is essential to our success.

This Handbook contains information about EBIA's employment policies and practices. We have designed our employment policies and practices not only to comply with federal and state employment laws, but also to attract, develop, retain, and reward talented educators, administrators, support staff, and leaders. Our policies and practices also reflect EBIA's core beliefs:

- We believe in **POSSIBILITY and PERSEVERANCE**: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.
- We believe in **CREATIVITY and CURIOSITY**: we aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination.
- We believe in **COMMUNITY**: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students' success. We value relationships, kindness, integrity, and respect.
- We believe in the **GREATER GOOD**: Our school will open students' minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.
- We believe in **DIVERSITY**: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from them, in all aspects of life.

This Handbook supersedes all previously issued Handbooks. We expect each team member to read this Handbook carefully, as it is a valuable reference for understanding your job and EBIA. However, please be aware that not all of EBIA policies and procedures are set forth in this Handbook. We have summarized only some of the more important ones. EBIA reserves the

right to revise, delete and add to the provisions of this Handbook. No oral statements or representations can change the provisions of this Handbook. If you have any questions or concerns about this Handbook or any other policy or procedure, please ask your site Executive Director, Supervisor, or the Office Manager.

After reading this Handbook, all team members should sign the acknowledgment form at the back of this Handbook and return it to the Executive Director. This will provide EBIA with a record that each team member has received and read the Handbook.

Again, welcome to East Bay Innovation Academy!

EMPLOYMENT POLICIES

EBIA's employment policies (and practices) comply with all Federal and state law requirements. In this section of this Handbook, you will find detailed explanations of these important requirements and how EBIA complies with them. Strict compliance with these policies is expected and required from all EBIA team members.

AT-WILL EMPLOYMENT

All employment at EBIA is "at-will." This means that both team members and EBIA have the right to terminate employment at any time, with or without advance notice (although we request and try to give two weeks notice), and with or without cause. Nothing in this Handbook shall limit the right to terminate at-will employment. No one other than the Executive Director and Chair of the Board of Directors of EBIA, collectively, have the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy, and any such agreement must be in writing and must be signed by both Executive Director and Chair of the Board of Directors of EBIA. Given the entrepreneurial nature of the organization, EBIA maintains a highly flexible culture, and so a team member's position and/or position description may be changed at any given time by his or her Supervisor. Nothing in this booklet is intended to change this policy.

EQUAL EMPLOYMENT OPPORTUNITY

EBIA is an equal opportunity employer and makes employment decisions based on merit. EBIA policy prohibits unlawful discrimination on the basis of race, ethnic group, color, sex (including pregnancy, childbirth, or related medical conditions), national origin, registered domestic partner status, ancestry, religion, creed, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or the appearance of any of these characteristics, and any other basis protected by federal, state, or local law. When necessary, EBIA also makes reasonable accommodations for disabled team members, unless undue hardship would result.

EBIA promotes a positive, productive work environment within which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal opportunity and prohibits discriminatory practices. It is the responsibility of every team member to conscientiously follow this policy.

ANTI-HARASSMENT POLICY

EBIA is committed to providing a work environment free of unlawful harassment. In accordance with applicable law, EBIA policy prohibits sexual harassment and harassment because of race, ethnic group, color, sex (including pregnancy, childbirth, or related medical conditions), national origin, registered domestic partner status, ancestry, religion, creed, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or the appearance of any of these conditions, and any other basis protected by federal, state, or local law. All such harassment is unlawful and will not be tolerated. This policy applies to all person involved in the operation of EBIA, including but not limited to, Supervisors, managers, other team members, students, students' family members, and vendors.

SEXUAL HARASSMENT DEFINED

Applicable state and federal law define sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; or (2) submission to or rejection of the conduct is used as basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the team member's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a non-exhaustive partial list:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters;
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about any team member's body or dress;
- Verbal sexual advances or propositions;

- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations;
- Physical conduct such as touching, assault, or impeding or blocking movements; and
- Retaliation for reporting harassment or threatening to report harassment.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves coworker harassment, harassment by a manager or Supervisor, or harassment by persons doing business with or for EBIA.

OTHER TYPES OF HARASSMENT

Prohibited harassment on the basis of race, ethnic group, color, national origin, registered domestic partner status, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

HARASSMENT COMPLAINT PROCEDURE

EBIA's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the team member has not lost a job or some economic benefit.

Any EBIA team member who believes that s/he has been harassed on the job, or becomes aware of the harassment of others, is encouraged to inform the offender that this behavior is unwelcome. A written or verbal complaint to the Supervisor, manager, the Office Manager, or

any other member of management should also be made as soon as possible. The complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.)

All incidents of prohibited harassment that are reported will be investigated. EBIA will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the team member who complained and to the accused harasser(s).

If EBIA determines that prohibited harassment or other conduct that violates an EBIA policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the team member who complained. Applicable law prohibits retaliation against any team member who complains of prohibited harassment or who participates in an investigation.

EBIA encourages that all team members report any incidents of harassment immediately so that complaints can be quickly and fairly resolved. Please be aware that the Federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate and prosecute complaints of prohibited harassment in employment. Any employee who believes that s/he has been harassed or retaliated against for resisting and/or reporting may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

LIABILITY FOR HARASSMENT

Any team member of EBIA, who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate termination of employment. Any team member who engages in prohibited harassment, including any Supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. EBIA does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, EBIA reserves the right not to provide a defense or pay damages assessed against team members for conduct in violation of this policy.

DISABILITIES - REASONABLE ACCOMMODATION

In accordance with applicable federal and state law protecting qualified individuals with known disabilities, EBIA will attempt to reasonably accommodate those individuals unless doing so would create undue hardship on EBIA. To ensure that EBIA understands the person's particular needs, any person who requires a reasonable accommodation in order to perform the essential functions of the job should contact the Office Manager and request such an accommodation.

EBIA is committed to engaging in a timely, good faith interactive process with any qualified person with a disability who requests an accommodation in order to ascertain whether an effective, reasonable accommodation exists. The request should specify what accommodation the individual believes is needed to perform the job. EBIA then will conduct an investigation to identify the barriers that make it difficult for the individual to have an equal opportunity to perform his or her job. EBIA, in consultation with the individual, will identify possible accommodations that will help eliminate the limitation.

WORKERS' COMPENSATION

Workers' Compensation is designed to ensure that employees who are injured, become ill or disabled on the job are provided with needed medical benefits and wage-loss protection. A team member who sustains a work-related injury should immediately notify his/her Supervisor. Should the injury require the attention of a doctor, the Executive Director or Office Manager can provide the number of the Workers' Compensation Carrier's Physician Network Referral Unit. For reporting regulations, team members who have an on-the-job injury are required to see one of EBIA's approved worker's compensation doctors – seeing one's own primary care provider is not equivalent. The School Office has a listing of clinics in the local area which are approved to treat employees reporting a work-related injury. In the case of an emergency, team members should go to the nearest hospital emergency room for treatment and then utilize the Network Referral Unit if additional treatment is necessary.

CONFLICTS OF INTEREST

Team members are expected to devote their best efforts and attention to the full-time performance of their jobs. Moreover, team members are expected to use good judgment, to adhere to high ethical standards, and to avoid situations that create an actual or potential conflict between their personal interests and the interests of EBIA. A conflict of interest exists when the team member's loyalties or actions are divided between EBIA's interests and those of another, such as a competitor, supplier, or customer. Both the fact and the appearance of a

conflict of interest should be avoided. Any exceptions to this guideline must be approved in writing by the Executive Director and Chair of the Board of Directors. Part-time team members may engage in outside employment, provided that they disclose such employment and get written approval from their immediate Supervisor. Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, will result in discipline, up to and including termination of employment.

PERSONNEL RECORDS

The information in the team member's personnel file is maintained as both a convenient resource for the collection of a team member's information and to comply with various regulations. A team member's personnel file is always confidential, unless otherwise required by law, and must be kept up-to-date. The team member must inform the Office Manager immediately whenever there are changes in personal data (such as address, telephone number, number of dependents, and person(s) to notify in case of emergency) by filling out a Personnel Action Form (PAF) and submitting it to the Office Manager.

Team members have the right to request copies of all employment-related documents that they have signed. A team member may inspect only his or her own personnel file and only in the presence of the Executive Director or Office Manager representative. Only authorized managers and management personnel will have access to personnel records. However, EBIA will cooperate with – and provide access to personnel records to – law enforcement officials, and/or local, state, or federal agencies, in accordance with applicable law. All requests to review a team member's personnel record should be referred to the Office Manager. Confidential health/medical records are not included in personnel records. EBIA will safeguard them from disclosure and will divulge that information only (1) as allowed by law; (2) to the team member's personal physician upon written request of the team member; or (3) as required for workers' compensation cases.

Personnel files are the property of EBIA and may not be removed from EBIA's premises without written authorization from the Office Manager.

EMPLOYMENT OF RELATIVES

Relatives of team members may be eligible for employment with EBIA only if the individuals involved are qualified, do not work in a direct Supervisory relationship, and are not in job positions in which a conflict of interest could arise. Relatives of team members are subject to the same procedures and requirements as any other job applicant, no more and no less. Team members may not interview any relative seeking to join the EBIA team nor may that team

member influence the decision to hire or not hire any relative who is a job applicant. EBIA defined “relatives” as spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Present team members who marry or who become registered domestic partners will be permitted to continue working in the job position held only if they do not work in a direct Supervisory relationship with one another or in job positions involving a conflict of interest.

PROPERTY, INCLUDING PROPRIETARY AND CONFIDENTIAL INFORMATION

Given the nature of EBIA’s business, protecting proprietary and confidential information is of vital concern to EBIA. EBIA property includes not only tangible property, like desks and laptops, but also intangible property such as information, including student records and student grades. This information is one of the most important assets of EBIA. All team members share responsibility to ensure that proper security is maintained at all times.

PROPRIETARY INFORMATION

Proprietary information includes all information relating in any manner to the business of EBIA and its schools, students, parents, consultants, customers, clients, and business associates obtained by EBIA team members during the course of their work. This Handbook, for example, contains proprietary information. Occasionally, in the service of EBIA’s mission, EBIA may choose to share otherwise proprietary information (e.g. best practices) with outside parties. Such documents will be prepared specifically for publication and dissemination. If an individual team member receives a request from an outside party for either paper or electronic copies of EBIA documents, that individual should direct the request to the Office Manager or their Supervisor before disseminating documents.

CONFIDENTIAL INFORMATION

Confidential information is any EBIA information that is not known generally to the public or the industry. Student lists, student cumulative files, student health files, student Individual Education Plans, personnel files, computer records, financial and marketing data, process descriptions, research plans, formulas, and trade secrets are examples of confidential information. In addition, in the case student information, federal law provides that information may not be disseminated except under certain limited conditions. (Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g, 34 CFR Part 99). Personal information, including salary, history of employment or reasons for departure, is also confidential and may not be discussed with anyone other than one’s Supervisor or someone in the Office Manager. Team

members will be subject to appropriate disciplinary action, up to and including termination for knowingly or unknowingly revealing information of a confidential nature.

SECURITY

To avoid loss of EBIA property, EBIA has safety plans, which specifically set out rules and procedures for maintaining control of entrances, exits, restricted areas, and other related security issues. Team members are expected to abide by these regulations.

All team members must observe good security practices. Team members are expected to take reasonable precautions to keep proprietary and confidential information secure from all persons who do not have legitimate reason to see or use such information. Failure to adhere to EBIA policies regarding proprietary and confidential information will be considered grounds for discipline, up to and including dismissal.

OBLIGATIONS ON TERMINATION

On termination of employment, whether voluntary or involuntary, all EBIA documents, computer records, and other tangible EBIA property in the team member's possession or control must be returned to EBIA. This includes but not limited to EBIA-issued laptops. In addition, any and all school supplies purchased with EBIA funds (including private grants, federal and state funding designated for the use of the organization, the school, and/or its students) are EBIA property and must be returned to EBIA. These items may include, but are not limited to, the following: computer equipment, software, professional books and binders received during training, dictionaries and other reference materials, bulletin boards, textbooks, leveled books, classroom books, library books, posters, consumable workbooks, office supplies, etc. This is true regardless of purchase method; that is, furniture, equipment and supplies are EBIA property regardless of whether they were purchased directly using a purchase order or credit card, or purchased by the team member but later reimbursed by EBIA through its expense reimbursement process.

TECHNOLOGY USE AND PRIVACY

EBIA provides various Technology Resources to authorized team members to assist them in performing their job duties for EBIA. Each team member has a responsibility to use EBIA's Technology Resources in a manner that increases productivity, enhances EBIA's public image, and is respectful of other team members. Failure to follow EBIA's policies regarding its

Technology Resources may lead to disciplinary measures, up to and including termination of employment.

Technology Resources consist of all electronic devices, software, and means of electronic communication including, but not limited to, the following: personal computers and workstations; laptop computers; mini and mainframe computers; computer hardware such as disk drives and tape drives; peripheral equipment such as printers, modems, fax machines, and copiers; computer software applications and associated files and data, including software that grants access to external services, such as the Internet; electronic mail; telephones; cellular phones; pagers; and voicemail systems.

Access to EBIA's Technology Resources is within the sole discretion of EBIA. Generally, team members are given access to EBIA's various technologies based on their job functions. Only team members whose job performance will benefit from the use of EBIA's Technology Resources will be given access to the necessary technology. Additionally, team members may be required to successfully complete EBIA-approved training before being given access to EBIA's Technology Resources.

EBIA's Technology Resources are to be used by team members only for the purpose of conducting EBIA business. Team members may, however, use EBIA's Technology Resources for the following incidental personal uses so long as such use does not interfere with the team member's duties, is not done for pecuniary gain, does not conflict with EBIA's business, and does not violate any EBIA policy: (1) To send and receive necessary and occasional personal communications; (2) To prepare and store incidental personal data (such as personal calendars, personal address lists, and similar incidental personal data) in a reasonable manner; (3) To use the telephone system and cell phones for brief and necessary personal calls; and (4) To access the Internet for brief personal searches and inquiries during meal times or other breaks, or outside of work hours, provided that team members adhere to all other usage policies.

EBIA assumes no liability for loss, damage, destruction, alteration, disclosure, or misuse of any personal data or communications transmitted over or stored on EBIA's Technology Resources. EBIA accepts no responsibility or liability for the loss or non-delivery of any personal electronic mail or voicemail communications or any personal data stored on any EBIA property. EBIA strongly discourages team members from storing any personal data on any of EBIA's Technology Resources.

EBIA is aware that team members use electronic mail for correspondence that may be less formal than written memoranda. Team members must take care, however, not to let informality degenerate into improper use. As set forth more fully in the Harassment section of

this Handbook, EBIA does not tolerate discrimination or harassment based on race, ethnic group, color, sex (including pregnancy, childbirth, or related medical conditions), national origin, ancestry, religion, creed, physical or mental disability, marital status, registered domestic partner status, medical condition, sexual orientation, veteran status, age, and any other basis protected by federal, state, or local law. Under no circumstances may team members use EBIA's Technology Resources to transmit, receive, or store any information that is discriminatory, harassing, or defamatory in any way (e.g., sexually-explicit or racial messages, jokes, cartoons).

Team members also must not use EBIA's Technology Resources to copy, retrieve, forward or send copyrighted materials unless the team member has the author's permission or is accessing a single copy only for the team member's reference. In addition, team members may not use any of EBIA's Technology Resources for any illegal purpose, violation of any EBIA policy, in a manner contrary to the best interests of EBIA, in any way that discloses confidential or proprietary information of EBIA or third parties, or for personal or pecuniary gain.

PRIVACY

All messages sent and received, including personal messages, and all data and information stored on EBIA's electronic-mail system, voicemail system, or computer systems are EBIA property regardless of the content. As such, EBIA reserves the right to access all of its Technology Resources including its computers, voicemail, and electronic-mail systems, at any time, in its sole discretion.

On occasion, EBIA may need to access its Technology Resources including computer files, electronic-mail messages, and voicemail messages. Team members should understand, therefore, that they have no right of privacy with respect to any messages or information created or maintained on EBIA's Technology Resources, including personal information or messages. EBIA may, at its discretion, inspect all files or messages on its Technology Resources at any time for any reason. EBIA may also monitor its Technology Resources at any time in order to determine compliance with its policies, for purposes of legal proceedings, to investigate allegations of misconduct, to locate information, or for any other business purpose.

Certain of EBIA's Technology Resources can be accessed only by entering a password. Passwords are intended to prevent unauthorized access to information. Passwords do not confer any right of privacy upon any team member of EBIA. Thus, even though team members may maintain passwords for accessing Technology Resources, team members must not expect that any information maintained on Technology Resources, including electronic-mail and voicemail messages, are private. Team members are expected to maintain their passwords as

confidential. Team members must not share passwords and must not access coworkers' systems without express authorization.

EBIA PROPERTY AND INFORMATION

All software in use on EBIA's Technology Resources is officially licensed software. No software is to be installed or used that has not been duly paid for and licensed appropriately for the use to which it is being put. No team member may load any software on EBIA's computers, by any means of transmission, unless authorized in writing in advance by the IT Department. Authorization for loading software onto EBIA's computers should not be given until the software to be loaded has been thoroughly scanned for viruses.

EBIA is very sensitive to the issue of protection of confidential and proprietary information of both EBIA and third parties ("Confidential Information"). Therefore, team members are expected to use good judgment and to adhere to the highest ethical standards when using or transmitting Confidential Information on EBIA's Technology Resources. Confidential Information should not be accessed through EBIA's Technology Resources in the presence of unauthorized individuals. Similarly, Confidential Information should not be left visible or unattended. Moreover, any Confidential Information transmitted via Technology Resources should be marked with the following confidentiality legend: "This message contains confidential information. Unless you are the addressee (or authorized to receive for the addressee), you may not copy, use, or distribute this information. If you have received this message in error, please advise [team member's name] immediately at [team member's telephone number] or return it promptly by mail."

Before transferring or copying any software from an EBIA Technology Resource to another computer, team members must request permission and receive written authorization from the IT Administrator.

EBIA has installed a variety of programs and devices to ensure the safety and security of EBIA's Technology Resources. Any team member found tampering or disabling any of EBIA's security devices will be subject to discipline up to and including termination.

EBIA may perform auditing activity or monitoring to determine compliance with these policies. Audits of software and data stored on EBIA's Technology Resources may be conducted without warning at any time.

TEAM MEMBER VOICE AND INTERNAL COMMUNICATIONS

EBIA encourages open, honest and direct communication. Candid and frequent communication is the best way to ensure we serve all our constituents – including students, parents, community members and teammates – in the best way possible. EBIA has developed a number of ways to keep the lines of communication open.

OPEN DOOR POLICY

EBIA has an Open Door Policy that encourages team member participation in decisions affecting them and their daily professional responsibilities.

Teammates are encouraged to discuss their job-related concerns or complaints with their Supervisor or the school Executive Director. Concerns can be raised in person, via mail, email, or telephone. EBIA believes that teammate concerns are best addressed through this type of informal and open communication. EBIA will also attempt to keep all such expressions of concern, the results of its investigation, and the terms of the resolution confidential. In the course of investigating and resolving the matter, however, some dissemination of information to others may be appropriate. No team member will be disciplined or otherwise penalized for raising a good-faith concern.

ANNUAL STAKEHOLDER SATISFACTION SURVEYS

Each Spring, EBIA will use an independent external company to administer Satisfaction surveys of teammates, parents, and students. These anonymous surveys provide an opportunity for constituents to inform the organization about what works well and what could be improved. The Teammate Satisfaction survey gives EBIA team members the opportunity to evaluate the school environment as well as rate their school Executive Director/Supervisor. The results of this survey are factored into annual performance reviews and compensation decisions. Similarly, parents and students receive the opportunity to grade their Executive Director and teachers.

OTHER SURVEYS

Teammates may occasionally be asked for input on other topics during the course of the year through other surveys, focus groups or interviews. The results of these surveys are used to guide management decisions, and sometimes provide additional information related to concerns raised during the annual survey.

SUGGESTION BOX

EBIA has a Suggestion Box located in the lobby, which any constituent (student, parent, community member, or teammate) can use to make comments or recommendations to the Executive Director.

UNIFORM COMPLAINT POLICY

Most complaints can be resolved by informal discussions between the concerned teammate and the other individual(s) involved, or the other individual(s)' Executive Director/Supervisor. If other mechanisms are insufficient to address concerns, teammates can also use EBIA's Uniform Complaint procedure, which is reserved for complaints which are not resolved after the informal process has been attempted and must be filed no later than 30 days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

TO PROCESS A FORMAL COMMUNITY COMPLAINT:

Any team member who wishes to lodge a formal complaint against an EBIA employee or employee practices should first meet with the Executive Director or Supervisor of the employee to discuss the problem in an attempt to reach a solution.

If the results of such a meeting are not satisfactory:

1. Complete and send a Uniform Complaint Form to EBIA. Upon receipt, EBIA will send a response letter, stating who will be working to resolve this complaint.
2. A copy of the complaint form will be provided to the employee against whom the charge is made with a request that the employee respond in writing to the appropriate administrator within 10 working days of receipt of the complaint. The employee shall cooperate in resolving the complaint.
3. If the complaint is not resolved, the EBIA administrator will review the complaint and related material, interview parties, and submit findings and recommendations to the Chair of the Board of Directors or designee.

4. The Chair of the Board of Directors or designee will notify the person filing the complaint and employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed 45 days, after the filing of the formal complaint.
5. If the person filing the complaint is not satisfied with the results, an appeal may be made to the Chair of the Board of Directors.

Employees impacted by use of the Uniform Complaint Form may choose to exercise rights given them by law or by employment agreement. Both the employee and the complaining party may have representation of their choice throughout the process.

If the concern is one of equity, EBIA recognizes the right of the complainant to file a complaint with the State Department of Education.

PERFORMANCE MANAGEMENT

EBIA is committed to being a world-class educational institution, which means achieving high levels of student academic performance through the work of effective educators. As a result, EBIA's practices related to performance management are a combination and balance of accountability and support. EBIA believes that all teammates should be held accountable for objectives and outcomes that they can influence – including, for educators and school Executive Directors,, growth in student achievement. At the same time, EBIA has a responsibility to provide extensive support to help individuals meet their objectives and enhance their own professional efficacy – by building capacity, offering guidance, and providing resources. EBIA's teammates are expected to actively participate in continuous improvement by being open to feedback and by using the resources and tools that EBIA provides, thereby modeling the learning process. EBIA's collaborative (rather than punitive) environment is ideal for striking this blend and balance of accountability and support.

PROFESSIONAL DEVELOPMENT

EBIA is committed to the professional development of all of its team members. For educators, EBIA provides one week of training before the start of the school year, on-site coaching and modeling throughout the school year by the school Executive Director, and access to external workshops to cultivate teaching skills. EBIA may cover the cost of this professional development. Team members should talk with their Supervisors about additional development opportunities and specific career paths.

PERFORMANCE REVIEW

EBIA provides a culture in which communication is encouraged. In a similar fashion, performance expectations and reviews are part of an ongoing, year-round process in which a team member will discuss these issues with his or her Supervisor. Such performance reviews may be formal or informal, and verbal or written. Examples of such ongoing review can include walkthroughs at the school, peer review, lesson observations and/or ongoing 360 degree feedback.

In addition, EBIA conducts periodic performance reviews for team members. Team members generally receive written performance evaluations once every year and as part of the process are also asked to provide self-evaluations.

The purpose of the review is to support the team member to become a stronger member of the team. Specifically, the review will evaluate the team member's current level of performance, to examine the progress made since the last review, and to establish goals for the team member's next review. Further, the review helps ensure that both the team member and his/her Supervisor understand their respective roles in helping the team member achieving his or her career goals. During their performance reviews, team members are encouraged to discuss any issues raised, as well as any opportunities for advancement or career development within EBIA. A performance-based pay raise may occur within the annual appraisal process.

CORRECTIVE REVIEW/DISCIPLINARY ACTION

In light of EBIA's balanced approach of both accountability and support, under normal circumstances, Supervisors first informally coach and support team members to help increase performance before instituting any formal Corrective Review or disciplinary action. This increases an individual's likelihood of success in his or her position. In other words, a team member with a performance or behavior issue is typically given a warning so that he or she has an opportunity to correct the problem. If further coaching is necessary, a Supervisor may elect to develop a written plan in order to help the team member correct the behavior. Should a Supervisor's coaching be unsuccessful, a formal written warning of disciplinary action may be necessary. None of the foregoing limits, or is to be construed to limit, EBIA's "at-will" employment policy in any way whatsoever.

Team members may be disciplined for poor job performance and/or misconduct, including but not limited to the following:

- Unsatisfactory work quality or quantity
- Sleeping on the job or leaving the job without authorization
- Insubordination
- Excessive absenteeism, tardiness, abuse of break/lunch privileges, or failure to notify Supervisor in advance of anticipated tardiness or absence
- Dishonesty
- Discourtesy
- Failure to follow instructions or EBIA's procedures
- Disclosing or using confidential or proprietary information without authorization

- Falsifying or altering EBIA records, including the application for employment
- Harassing, including sexually harassing, team members or students
- Possessing a firearm or other dangerous weapon on EBIA property or while conducting EBIA business

In addition, corrective review or disciplinary action may be taken if the team member is unsuccessful in meeting their deliverables or other performance expectations. These deliverables and expectations are set by the Supervisor of the team member, and for educators will include increasing student performance.

Though discharge or demotion for poor performance or attendance ordinarily will be preceded by an oral warning and a written warning, EBIA reserves the right to proceed directly to a written warning, or demotion, or termination, without resort to prior disciplinary steps, when EBIA deems such action appropriate or necessary.

A team member may be placed on investigatory leave without prior written warning or approval, usually for a period not to exceed fifteen calendar days, in order to review or investigate actions, including but not limited to, insubordination, acts endangering others, or other allegations or serious misconduct.

APPEALS TO CORRECTIVE REVIEW

EBIA provides an internal Appeals process to any team member subject to Corrective Review/Disciplinary Action. If a team member disagrees with a Corrective Review, the team member should discuss the issue with his or her Supervisor or that individual's Supervisor. If the team member wishes to continue to pursue the Appeals process, the team member must present all material in writing concerning the issue to the Chair of the Board of Directors. The team member has thirty days from the date of the Corrective Review to make this presentation to the Chair of the Board of Directors, which will then issue a final decision within fifteen days.

UPWARD FEEDBACK

EBIA is committed to providing voice to all of its team members. In support of this principle, EBIA provides all team members an opportunity to engage in 360 degree feedback, in which the team member has an opportunity to reflect upon and inform management regarding the performance of his/her Supervisor.

COMPENSATION

The compensation and evaluation system used at East Bay Innovation Academy differs from that used in traditional K-12 public school systems. It is designed to: give the Executive Director the flexibility s/he needs to attract teammates whose skills match the unique needs of the school, reward individuals who get results, and ensure EBIA's compensation levels are competitive with the marketplace.

BASE SALARIES

Base salaries are set according to the Supervisor or site Executive Director depending on:

- market rates (a range, based on an annual analysis of local district salary schedules and similar positions in other comparable organizations)
- an individual's experience and relevant expertise (e.g.: for a teacher, this may include fluency in multiple languages, experience with English language learners or Special Education, or relevant industry experience).

Individuals who may seem to have the same amount of experience on the surface may receive different base salaries because of their differing backgrounds and skills. Although salaries are NOT based on a step-and-column salary schedule, they are typically in the same range as local districts' salary schedules.

The Base Salary covers work done as part of an individual's job responsibilities during the regular work calendars for his/her position. Job description, work calendar and work schedules may be modified from time to time, and should be discussed with the Executive Director prior to the beginning of each school year to ensure that expectations are clear.

BASE SALARY INCREASES

Pay increases are determined according to school and individual performance, rather than a step-and-column salary schedule. Pay increases are typically made annually, at the start of each fiscal year.

The overall range for potential merit pay raise is set every spring/summer, based on several considerations: affordability in school budgets as affected by state funding levels, and changes in market rates.

Any individual's increase is based on performance, and is a combination of 3 factors, evenly weighted:

- School API growth (33.3%)
- Parent feedback based on end-of-year survey (33.3%)
- Executive Director/Supervisor evaluation (33.3%)

STIPENDS

School teammates classified "exempt" may receive stipends for additional time or duties: i.e., duties that are not included in the typical job description and job responsibilities for an individual's role, and not included in an individual's work schedule or work calendar. Stipends are always discussed in advance of the work, and clear responsibilities or deliverables should be explicitly discussed and mutually agreed upon. Stipends are taxed as regular pay. Stipend duties may include:

Duty	Estimated Stipend amount*	Pay schedule
Be a lead teacher	\$2500 per year	Divided by pay periods
Conduct summer training, professional development or curriculum development	\$1500-2000 per summer	1-3 payments, at Executive Director discretion
Coach athletics (depends on number of students, length of season, number of competitions)	\$1000-2500 per school year	1-3 payments, at Executive Director discretion
Teach students in a formal academic program during summer, intercession, or before/after school (includes prep time)	\$25-35 per hour	As earned during pay period
Supervise students in a non-academic supplemental enrichment program during summer, intercession, or before/after school	\$20-25 per hour	As earned during pay period
Coordinate testing	\$1000-2000 per year	1-3 payments, at Executive Director discretion

Direct a special major academic program	\$1000-2000 per year	Divided by pay periods
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*Please note these amounts will be modified as needed over time as determined by EBIA's Executive Director and Board.

EXEMPT VS NON-EXEMPT CLASSIFICATION OF TEAM MEMBERS

All team members are classified as either exempt or nonexempt, according to job duties as determined by the provisions of the federal Fair Labor Standards Act. Non-exempt employees are covered by the overtime provisions of the federal Fair Labor Standards Act and by California wage and hour laws and are required to fill out timesheets accounting for all time worked in a pay period. Non-exempt employees are entitled to an overtime premium in accordance with state and federal law (see Overtime below). Exempt employees are salaried employees whose job duties exempt them from the overtime provisions of the Fair Labor Standards Act and the California wage and hour laws. Exempt employees are paid a fixed salary determined by the duties to be performed rather than the number of hours worked. All site Executive Directors and educators are exempt employees. Job classifications are noted on each position description that is provided with each team member's new hire paperwork. Any team member who needs a copy of his/her position description, or wishes to inquire about his/her classification should contact his/her Executive Director/Supervisor or the Office Manager.

FULL-TIME VS PART-TIME CLASSIFICATION OF TEAM MEMBERS

Full-time employees are those who work at least 32 hours per week. Part-time employees are those who are scheduled to work less than 32 hours per week. Temporary employees can be either full-time or part-time, but work for a period of 90 days or less. Temporary employees and most part-time employees are not eligible for medical, dental, vision, short- and long-term disability, or life insurance benefits. Employees who have been full-time for at least one full school year, but then become part-time are eligible to receive partial benefits.

OVERTIME

Depending on EBIA work needs, team members may be requested to work overtime. Hourly, non-exempt team members will be paid overtime for working in excess of 8 hours per day and in excess of 40 hours per week. The Executive Director/Supervisor must approve all overtime in advance and sign all time sheets to indicate agreement.

JOB DUTIES

Each team member will learn the various duties and responsibilities of his or her job during training or from his/her Supervisor as part of orientation. Each team member should also be provided with a copy of the written job description for his/her individual position. In order to adjust to changes, it may become necessary to modify job descriptions, add to or remove certain duties and responsibilities, or reassign a team member to an alternate job position.

PAY PROCEDURES

EBIA team members are paid on a semi-monthly basis. Salaried team members are paid on the 15th day and the last working day of the month, with each paycheck including earnings for all work performed through the date of the payroll check. Hourly team members are similarly paid on the 15th day and the last working day of each month, with the payroll check on the 15th day of the month covering the period of time from the 25th day of the previous month to the 8th day of the month in which the payday falls, and with the payroll check on the last working day of the month covering the period of time from the 9th day to the 24th day of the month in which the payday falls. If a scheduled payday falls on a Saturday, Sunday or company-observed holiday, team members will be paid on the day preceding the weekend or holiday. Team members are paid for all work performed for EBIA (less withholding taxes and authorized deductions), whether or not the work is performed on premises.

BENEFITS

The benefits information in this handbook is only a summary of your benefit plans. Please understand that this general explanation is not intended to, and does not, provide you with all the details of these benefits. Therefore, this Handbook does not change or otherwise interpret the terms of the official Plan documents. If there is any conflict or difference between the information in this Handbook and the Plan documents, the Plan documents will govern. EBIA reserves the right to change or end these benefits at any time and for any reason, consistent with all laws. If you would like additional information on any of the benefits offered, please contact the Office Manager.

OVERVIEW OF BENEFITS

EBIA provides a benefits package to its regular, full-time team members who are regularly scheduled to work at least 32 hours per week. The benefits package includes medical, dental and vision insurance. It also includes life, short- and long-term disability insurance. Part-time team members who had previously worked at least one full school year as full-time EBIA team members (with benefits) are eligible to continue to receive benefit coverage. The amount of coverage is equal to the percentage of the team member's current (part-time) schedule. For example, an educator who was full-time for one full school year goes to part-time the following year, working 60% of a regular schedule. This would qualify him to continue to receive a prorated amount: in this case, 60% of EBIA's paid benefit coverage.)

EBIA believes that providing for a team member's future is important. All certificated team members (those with valid California Teaching Credential) automatically contribute to the State Teacher's Retirement System ("STRS"). All Non-certificated employees shall contribute to federal social security. EBIA makes employer contributions to STRS at the level required by the retirement plan. Contributions to Federal Social Security will be made in accordance with federal law as appropriate. To maximize its ability to attract qualified staff, the Charter School will periodically evaluate the feasibility and appeal to candidates of offering a 403(b) in lieu of STRS membership.

ATTENDANCE

Because EBIA depends heavily upon its team members to serve students and schools, it is important that team members attend work as scheduled. Dependability, attendance, punctuality, and a commitment to do the job right are essential at all times. A team member

who is unavoidably detained or unable to come to work must notify his/her Supervisor prior to scheduled arrival. Team members are expected to contact their Supervisors each day they are unable to work. Any team member who is absent from work without providing sufficient explanation will be considered as having voluntarily resigned from his/her job.

SICK DAYS

EBIA grants Sick Days to all full-time team members to provide them with flexibility to meet their and their families' medical needs. The total number of Sick Days granted, and the accrual rate, varies by position (see below). Sick Day balances can be carried over year to year, and there is no Sick Day carryover maximum. Upon separation of employment, whether voluntary or involuntary, the team member will not be paid for any unused Sick Days; instead team members receive retirement credit for accumulated but unused Sick Days from STRS as provided by that retirement plan. Team members must record all sick days taken on the Time Off Approval Request Form for submission to his or her Supervisor.

ACCRUAL OF SICK DAYS

Eligible team members accrue Sick Days every month, based on their regularly scheduled work week and continuous length of service, measured from the date of hire. Sick Days are accrued by team members at differing rates, according to their job classification. There is no limit on the amount of sick days any team member may accrue. Accrual rates for site team mates are:

- Executive Director: total of XXX (TBD) days per school year; accrues at X hours per month
- Teachers: total of XXX (TBD) days per year; accrues at X hours per month
- Office Manager & Office staff: (full time only): total of XXX (TBD) days per year; accrues at X hours per month
- Classified staff (full time only): total of XXX(TBD) days per year; accrues at X hours per month

Team members do not accrue Sick Days during leave of absences. Accrual recommences when the team member returns to work.

APPROVALS FOR SICK DAYS

Team members taking Sick Days must notify their Supervisor as soon as practicable and, in no event, later than 1 hour before their scheduled starting time. Moreover, team members taking Sick Days must advise their Supervisor of their anticipated return date and the need for work coverage. Finally, team members taking more than 10 consecutive or 15 total Sick Days in one year must comply with the medical certification requirements listed in the section on Family and Medical Care Leave.

SICK DAY ADVANCES

Team members are permitted to borrow on expected future accrual of Sick Days during the current school year only, and only with advance written approval from his or her Supervisor. If a team member has used any Sick Days before they have been accrued, and then terminates his or her employment of EBIA for any reason, the amount of pay for any Sick Days taken that have not been accrued at the time of termination will be deducted from the team member's final paycheck.

PERSONAL TIME OFF

EBIA grants Personal Time Off ("PTO") to full-time team members to provide them with the flexibility to meet both their work and personal needs. The total amount of PTO granted, and the accrual rate, varies by position (see below). PTO balances can be carried over year to year, with a maximum limit that varies by position. Upon separation of employment, whether voluntary or involuntary, the team member will be paid for any unused PTO at his or her base rate of pay at the time of separation. PTO can be used by eligible team members for any reason (e.g., vacation, illness, medical appointments, personal business), subject to approval by the team member's Supervisor. A Supervisor may set "blackout dates" during which Personal Time Off would have a disproportionate adverse impact on the organization, and requests for PTO will be denied. (For example: during STAR testing for classroom teachers) Team members must record all PTO on the Time Off Approval Form and receive written approval from his or her Supervisor in advance.

ACCRUAL OF PERSONAL TIME OFF

Eligible team members accrue Personal Time Off every month, based on their regularly scheduled work week and continuous length of service, measured from the date of hire. PTO is accrued by team members at differing rates, according to their job classification. The maximum limit on amount of PTO any team member may accrue and carry over varies by position. PTO accrual rates and caps for site team mates are:

- Executive Director: Total of XXX (TBD) days per school year; accrues at X hours per month; XXX (TBD) hour (XX day) maximum cap
- Teachers: Total of XXX (TBD) days per school year; accrues at X hours per month; XXX (TBD) hour (X day) maximum cap
- Office Managers & Office staff (Full time only): Total of XXX (TBD) days per school year; accrues at X hours per month; XXX (TBD) hour (X day) maximum cap
- Other classified staff (Full time only): Total of XXX (TBD) days per year; accrues at X hours per month; XXX (TBD) hour (XX day) maximum cap

Team members do not accrue PTO during leave of absences. Accrual recommences when the team member returns to work.

PTO ADVANCES

Team members are permitted to borrow on expected future accrual of PTO during the current school year only, with advance written approval from his or her Supervisor. If a team member has used any PTO before it has been accrued and then terminates his or her employment of EBIA for any reason, the amount of pay for any PTO taken that has not been accrued at the time of termination will be deducted from the team member's final paycheck.

PAID HOLIDAYS / PAID DAYS OFF

Most EBIA team members observe scheduled days off on the school year calendar, as set forth by their Executive Director each year. These days off are considered paid holidays that are accrued during the course of the work year. If unused (i.e. if a teammate works on a scheduled day off) the holiday does not "convert" into Personal Time Off, and does not roll over into subsequent years. Paid holidays / paid days off accrue proportionately as the school year

progresses and are paid out upon departure. The number of paid holidays each team member is eligible for varies by job classification. The number of Paid holidays for full time teammates are:

- Executive Director: XXX (TBD) holidays / paid days off
- Teachers: XXX (TBD) holidays / paid days off
- Office Managers & Office Staff (Full Time and salaried only): XXX (TBD) holidays / paid days off
- Other Classified Staff (Full time only): XXX (TBD) holidays / paid days off

All Part Time positions are paid for hours worked only, according to timesheets, as established in advance by school year and school day calendar with the approval of the site Executive Director. Part time team members do not receive paid days off.

Team members are only eligible for holiday pay on those holidays which fall within their normal work schedule as designated to the school calendar. Team members who are uncertain about which days off are considered paid holidays should check with their Supervisors for a calendar.

Unless otherwise provided in this policy, all full-time team members will receive time off with pay at their normal base rate for each EBIA-observed holiday. Team members on a leave of absence are ineligible for holiday benefits that accrue while on leave.

Paid holidays that occur during an eligible team member's Personal Time Off will not be counted as PTO taken.

LEAVES OF ABSENCE

Team members may take a temporary disability leave of absence if necessary to reasonably accommodate a workplace injury or a qualified disability under the Americans With Disabilities Act or the Fair Employment and Housing Act. Before granting such a leave, EBIA may require a written certification from a health care provider certifying the need for the leave (this form available from the Office Manager). Such a leave will be for a period of time consistent with applicable law, but in no event shall extend past the date on which the team member becomes capable of performing the essential functions of his or her position, with or without reasonable accommodation.

Other than compensation from outside sources, e.g., disability insurance, a leave under this section will be unpaid.

There are frequent changes in the legislation governing leaves of absence, making them considerably (and understandably!) confusing. Any team member who may need to, want to or is considering taking a leave of absence should contact the Office Manager, or speak to his/her Supervisor.

FAMILY AND MEDICAL CARE LEAVE

EBIA provides family care and medical leave to eligible team members in accordance with the federal Family and Medical Leave Act of 1993 (FMLA) and the California Family Rights Act of 1994 (CFRA).

ELIGIBILITY

A request for family and medical leave will be considered for all team members employed by EBIA for at least twelve months and who have worked at least 1,250 hours during the twelve months preceding the commencement of leave.

The following are reasons for leave under FMLA/CFRA:

- An employee's own serious health condition
- Care of a newborn child, newly adopted child, or care of a child newly placed in foster care;
- The care of a spouse, child, parent or domestic partner with a serious health condition. (Note that time taken to care for a domestic partner is covered by CFRA, but not FMLA.)

AMOUNT OF LEAVE

Under FMLA/CFRA, eligible employees shall be entitled to twelve workweeks of designated family and medical care leave during a twelve-month period. The twelve-month period is measured forward from the date the team member first takes the family and medical care leave. Unless state law provides otherwise, leave taken under this policy will run concurrently with any other leave for which a team member may qualify.

The maximum amount of leave available to spouses or registered domestic partners who are both employed by EBIA is limited to a twelve week period total between the spouses or registered domestic partners when leave is taken for the birth, adoption, or foster placement of

a child with the team member. Leave for such reason must be concluded within one year immediately following the birth, adoption or placement of the child.

Leave taken for the serious health condition of a team member or family member, including but not limited to a registered domestic partner, may be taken on an intermittent or reduced schedule basis, when medically necessary, with no minimum duration. Leave taken for the birth or placement of an adopted or foster child with the team member may be taken on a reduced leave schedule or intermittently, with a minimum duration being at least two weeks. Team members on leave for intermittent periods or on a reduced schedule may be required to transfer temporarily to an alternative, equivalent position which better accommodates the recurring periods of absence or reduced schedule.

However, leave because of the team member's disability for pregnancy, childbirth, or related medical condition is not counted as time used under California law (the California Family Rights Act). Time off because of pregnancy disability, childbirth or related medical condition does count as family and medical leave under federal law (the Family and Medical Leave Act). Team members who take time off for pregnancy disability and who are eligible for family and medical leave will also be placed on family and medical leave that runs at the same time as their pregnancy disability leave. Once the pregnant team member is no longer disabled, she may apply for leave under the California Family Rights Act, for purposes of baby bonding. EBIA will grant a request for a California Family Rights Act leave for birth/placement of a child of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the team member.

Note that leave under FMLA/CFRA may not extend beyond an established separation date.

COMPENSATION DURING LEAVE

Family and medical care leave shall be without pay. In accordance with applicable law, EBIA may require team members on leave to use PTO and Sick Days to cover some or all of the leave. The use of PTO will not extend the length of a family and medical care leave.

PROCEDURE

Requests for leave must be submitted at least thirty days prior to the commencement of leave and must be approved by the appropriate manager before the leave begins. If the event necessitating the leave becomes known to the team member less than thirty days prior to the requested leave date, the team member shall provide a request as soon as practical of learning

of the need for leave and is encouraged to provide as much notice as possible under the circumstances. Requests for leave will be responded to within two business days of receipt.

If the need for leave is due to a planned medical procedure or planned supervision of a family member with a serious illness, the team member, in addition to providing advance notice, shall consult with the team member's Supervisor regarding the scheduling of the procedure or supervision so as to minimize disruption to operations. The scheduling, however, shall be subject to the approval of the health care provider.

All granted leaves must have a specific date of return. Failure to return from leave in accordance with a mutually agreed date or acceptance of employment elsewhere may result in termination effective at the beginning of the leave of absence.

MEDICAL CERTIFICATION

Before granting a leave for the serious illness of the team member or his or her family member, EBIA shall require a written certification from a health care provider on a form approved by and available from the Office Manager, certifying the need for the leave or alternative schedule. This form shall be completed in its entirety and returned within fifteen days of the request for certification. When the leave is taken for the team member's own serious health condition, EBIA may require, in its own discretion and in accordance with applicable law, a second medical opinion regarding the necessity of the leave. If the first and second opinions differ, EBIA may require another binding opinion from a third health care provider approved jointly by EBIA and the team member. EBIA will bear the costs of any second or third medical opinions.

Requests for an extension of leave granted for a serious health condition must be supported in writing by a new certification by the health care provider certifying the need for continued leave.

Before returning to work after a family care or other leave, the team member must obtain a release to return to work from his or her health care provider, and must provide such release to the his/her immediate Supervisor and the Office Manager.

REINSTATEMENT

Before returning to work after a leave for the serious illness of the team member him or herself, EBIA shall require a written certification from a health care provider on a form approved by and available from the Office Manager, certifying that the team member is able to return to work and perform all of his or her job duties.

Under most circumstances, a team member returning from an approved family or medical care leave will be immediately reinstated to his or her original position or an equivalent position. However, the team member shall have no greater right to reinstatement than if the team member had been continuously employed rather than on leave.

Certain key team members may be denied job reinstatement if substantial and grievous economic injury to EBIA would result if the team member were reinstated. EBIA will notify a team member of his or her status as a key team member upon requesting leave, and of any intention to deny job restoration as soon as EBIA believes there is a possibility that the team member will not be reinstated at the end of the leave. If this notice is provided after the leave has commenced, the team member will be given a reasonable opportunity to return to work.

HEALTH BENEFITS WHILE ON LEAVE

EBIA's portion of paid health insurance benefits will be maintained for enrolled employees for a maximum of twelve weeks of leave under the same terms applicable as if the employee were not on leave. Thereafter, the employee has the option of retaining insurance coverage at the employee's own expense. Any portion of health insurance premiums being paid by the employee will need to continue to be paid by the employee during the 12 week leave period in order for benefits to continue. The failure to make timely payment of any employee's share of insurance premium shall result in loss of insurance coverage if the premium is more than thirty days late. If an employee fails to return from leave upon completion of the approved leave, EBIA shall be entitled to recover from the employee the costs of any payments made to maintain insurance coverage unless the failure to return was for reasons beyond the employee's control.

TIME OFF ACCRUAL WHILE ON LEAVE

Personal Time Off and Sick Days will not accrue during the leave. Upon return from leave of absence, accrual will immediately resume.

PREGNANCY DISABILITY LEAVE

EBIA recognizes that team members may be unable to work for temporary but extended periods of time due to pregnancy, childbirth, or related medical conditions. In California, pregnancy and pregnancy-related disabilities are covered under the Pregnancy Disability Leave Act ("PDL"). (Disabilities due to pregnancy or pregnancy-related conditions are covered under FMLA, but not the CFRA.)

Accordingly, EBIA provides Pregnancy Disability leave for the period of actual disability, up to a maximum of four months. Pregnancy Disability leave may be taken intermittently, or on a reduced-hours schedule, as medically-required. In addition, any team member with Pregnancy Disability may request or may be asked to transfer temporarily to a less strenuous or hazardous position or to less strenuous or hazardous duties if the transfer is medically advisable and the transfer can be reasonably accommodated. Please contact the Office Manager for more information regarding Pregnancy Disability.

PAID FAMILY LEAVE

The State of California also offers a Paid Family Leave (“PFL”) plan, which covers all employees who are covered by State Disability Insurance. PFL pays some compensation to employees who need time off from work to care for a child, parent, spouse or domestic partner, or to bond with a newborn child. PFL offers up to 6 weeks of benefits in a 12-month period. There is no minimum eligibility requirement for time worked under this plan. Finally, while PFL provides benefits, it does not provide job protection or return rights.

DOMESTIC VIOLENCE LEAVE

Team members who are victims of domestic violence are eligible for unpaid leave. The leave can cover involvement in a judicial action, such as obtaining restraining orders, or appearing in court to obtain relief to ensure the health, safety, or welfare of the individual employee or his/her child. Notice and certification are required to take leave under this policy.

Certification may be sufficiently provided by any of the following: 1) a police report indicating that the team member was a victim of domestic violence; 2) a court order protecting or separating the team member from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the team member appeared in court; or 3) documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the team member was undergoing treatment for physical or mental or abuse resulting in victimization from an act of domestic violence.

EBIA will, to the extent allowed by law, maintain the confidentiality of a team member requesting leave under this provision.

The length of unpaid leave a team member may take is limited to 12 weeks provided for in the federal Family and Medical Leave Act of 1993.

VICTIMS OF CRIME LEAVE

A team member who is himself or herself a victim, or who is a family member or registered domestic partner of a victim of a violent felony may take time off from work under the following circumstances:

- The crime must be violent or a serious felony, as defined by law; and
- The employee must be the victim of a crime, or must be an immediate family member of a victim, a registered domestic partner of a victim, or the child of a registered domestic partner of a victim.
- An immediate family member is defined as: a spouse, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father or stepfather.
- A registered domestic partner means a domestic partner who is registered in accordance with California state law.
- The absence from work must be in order to attend judicial proceedings related to a crime listed above.

Any absence from work to attend judicial proceedings will be unpaid, unless the employee chooses to take PTO.

MILITARY LEAVE

The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) is a federal law that gives current, former or prospective members of the U.S. armed forces (active and reserves) the right to go back to a civilian job they held before military service, provided they return or apply for reinstatement within the time allowed by law. Team members who wish or who are required to serve in the military and take military leave should contact the Office Manager as soon as practical after knowing of the desire or the necessity to do so, to understand their rights before and after such leave.

TIME OFF FOR SCHOOL ACTIVITIES

In accordance with the mission of the organization, EBIA team members are encouraged to participate in the school activities of their own child(ren). The absence is subject to the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten through grades 12 may take time off for a school activity;
- The time off for school activity participation cannot exceed eight hours in any calendar month, or a total of 40 hours each school year;
- Team members planning to take time off for school visitations must provide as much advance notice as possible to their Supervisor;
- If both parents or guardians are employed by EBIA, the first team member to request such leave will receive the time off and the other parent or guardian will receive the time off only if the leave is approved by his or her Supervisor;
- Team members must use PTO leave in order to receive compensation for this time off;
- Team members who do not have PTO available may take this time off without pay; and
- Team members must provide documentation to their Supervisor upon request verifying that the team member participated in a school activity on the day of the absence for that purpose.

BEREAVEMENT LEAVE

EBIA provides team members up to three days paid bereavement leave due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from a team member's home, s/he may receive paid leave for five days with prior approval from his/her Supervisor.

JURY DUTY

A leave of absence for jury duty will be granted to any team member who has been notified to serve. For Up to the first 10 days of this leave, EBIA team members will be compensated by payment of an amount equal to their regular salary. EBIA does not provide jury duty pay after the first 10 days of service.

A team member on jury duty is expected to report to work any day s/he is excused from jury duty. A team member summoned for jury duty should notify his/her Supervisor immediately and provide a copy of the jury notice and a copy of the jury duty payment stub (once payment has been received).

SAFETY AND SECURITY

EBIA is committed to providing a safe environment for both its team members and the pupils who attend our schools. EBIA has numerous safety procedures in place, including sign-in procedures requiring visitors to sign in and out at the schools. In addition, all team members and volunteers are required to submit to and to pass fingerprint clearances and TB testing.

SAFE WORKPLACE

EBIA recognizes that workplace violence is a growing concern at schools and offices across the country. EBIA is, therefore, committed to providing a safe, violence-free workplace and school environment. In this regard, EBIA strictly prohibits team members, students, parents, consultants, customers, visitors, or anyone else on EBIA premises or engaging in an EBIA-related activity from behaving in a violent or threatening manner. Moreover, as part of this policy, EBIA seeks to prevent workplace violence before it begins and reserves the right to deal with behavior that suggests a propensity towards violence even prior to any violent behavior occurring.

SMOKE-FREE WORKPLACE

In compliance with government regulations, EBIA prohibits smoking in the workplace. Additional requirements dictate that EBIA schools remain smoke-free environments.

DRUG-FREE WORKPLACE

EBIA strictly maintains a workplace that is free of drugs and alcohol and discourages drug and alcohol abuse by its team members and students. EBIA has a vital interest in maintaining safe and efficient working conditions and school environments for its team members and students. Substance abuse is incompatible with health, safety, efficiency, and success at EBIA.

The following are strictly prohibited by EBIA:

- Possession of alcohol or any illegal drug, intoxicant, or controlled substance while on the job or while on EBIA-owned or occupied premises.
- Use or being under the influence of alcohol or an illegal drug, intoxicant, or controlled substance while on the job or while on EBIA-owned or occupied premises.

- Driving a vehicle on EBIA business while under the influence of alcohol or an illegal drug, intoxicant, or controlled substance;
- Distributing, selling, manufacturing, or purchasing – or attempting to distribute, sell, manufacture, or purchase – an illegal drug, intoxicant, or controlled substance during working hours or while on EBIA-owned or occupied premises.

Failure to abide by this policy will result in disciplinary action up to and including immediate termination.

INSPECTIONS AND SEARCHES ON EBIA PREMISES

EBIA believes that maintaining a workplace that is free of harmful materials is vital to the health and safety of its team members and students. These harmful materials include firearms, knives or other weapons; explosives and/or hazardous materials or articles; illegal drugs or other controlled substances; drug-related paraphernalia; alcoholic beverages; and/or unauthorized possession or use of EBIA property or proprietary and confidential information that a team member is not authorized to have in his or her possession. In addition, EBIA intends to assure its access at all times to EBIA premises and EBIA property, equipment, information, records, documents, and files. Accordingly, EBIA has established this policy concerning inspections and searches, and it applies to all EBIA team members.

In order to assure access at all times to EBIA property, EBIA reserves the right to conduct a routine inspection or search at any time for EBIA property on EBIA premises. Routine searches or inspections for EBIA property may include a team member's office, desk, file cabinet, closet, computer files, voicemail, electronic mail or similar places where team members may store EBIA property or EBIA-related information, whether or not the places are locked or protected by access codes and/or passwords. Inspections or searches for prohibited materials also may include a team member's pockets, purse, briefcase, lunch box, or other item of personal property that is being worn or carried by the team member while on EBIA premises. Because even a routine search for EBIA property might result in the discovery of a team member's personal possessions, all team members are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to be subject to inspection by EBIA. In addition, EBIA always reserves the right to conduct inspections and searches based on reasonable suspicion. Further information on this policy is available from EBIA's Legal Counsel.

Team members who are found to be in possession of prohibited materials in violation of this policy or in violation of other EBIA policies contained in this Handbook, will be subject to

discipline, up to and including termination, regardless of EBIA's reason for conducting the search or inspection.

TRANSITIONS

EBIA is a unique and special place to work, and one in which many team members may choose to make their careers. For a variety of professional and personal reasons, team members may make a transition – either within the organization or elsewhere. EBIA strives to make all transitions as positive as possible.

CHANGES OF STATUS

Status changes can be work related, such as:

- Position changes
- Compensation/pay changes.

They can also be personal changes, such as:

- Address/phone/name changes
- Emergency contact information changes

All changes need to be recorded on a Personnel Action Form and submitted to the Office Manager.

PROMOTIONS

EBIA is committed to supporting career development for its team members, and thus actively promotes team members within the organization. All position changes are recorded as a status change (see above) and placed in the team member's personnel file.

REFERENCES

EBIA team members may receive requests to provide references for former team members, whether they were direct reports or colleagues. EBIA's policies with regard to references for former team members are designed to protect both the organization and the individual Supervisor or colleague from liability.

- *Written recommendation letters:* Because written recommendation letters are conventional in public education, it is at the discretion of the individual Executive Director, Supervisor or colleague to agree to write an honest letter of recommendation for a departing teammate. Executive Directors, Supervisors and teammates who choose to write letters of recommendation should provide the Office Manager with a copy for the team member's file.
- *Verbal references:* Individual Executive Directors, Supervisors and colleagues are permitted to provide verbal references to prospective employers of former team members ONLY if the former or departing team member has signed an Authorization for Release of Information. This form, given to every departing team member and available from the Office Manager, releases EBIA and its current teammates from liabilities related to releasing information about a former teammate. Any individual team member receiving a request for verbal reference should check with the Office Manager to ensure the form has been completed before providing any information of any kind to a former teammate's prospective employer.
- *Information verification:* If a former team member has not completed the Authorization for Release of Information, any EBIA current team member who receives a request for reference or information about a former team member should simply refer the prospective employer to the Office Manager. In this case, EBIA's policy is for the Office Manager to verify only a team member's dates of employment, position(s) held and eligibility for rehire.

RESIGNATIONS

When a team member decides to leave for any reason, his/her Supervisor may use the opportunity to discuss the resignation in order to better understand the reason for departure. In addition, it is requested that the team member provide EBIA with a written two-week advance notice period.

TERMINATIONS

A team member may be terminated involuntarily for reasons that may include poor performance, misconduct, or other violations of EBIA's rules of conduct. Notwithstanding these lists of rules, EBIA reserves the right to discharge or demote any team member for any reason with or without cause and with or without prior notice.

EXIT INTERVIEWS

From time to time, or at the request of an exiting team member, EBIA will conduct an exit interview. The purpose of the exit interview is to talk about the reason for leaving and for getting suggestions which will make EBIA a better place to work. If a team member has not already received their final paycheck or information about their benefits/continuation coverage, these will be provided as well. Prior to a team member's exit interview, all EBIA property must be returned.

Finally, nothing in this policy is intended to alter the at-will status of employment with EBIA. Either a team member or EBIA may terminate the employment relationship at any time with or without cause and with or without prior notice (although we request and try to give two weeks notice). EBIA reserves the right to terminate any employment relationship, to demote, or to otherwise discipline any team member without resort to the above disciplinary procedures.

IN CLOSING

Many of EBIA's policies and team member benefits have been treated only briefly in this Handbook. If you have any questions or want more information, your Supervisor or the Office Manager will be glad to answer your questions, help with problems or respond to your feedback.

ACKNOWLEDGEMENT

PLEASE READ THIS TEAM MEMBER HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR SUPERVISOR OR THE OFFICE MANAGER WITHIN ONE WEEK OF RECEIVING THIS HANDBOOK.

Team member Name: _____

This is to acknowledge that I have received a copy of East Bay Innovation Academy' team member handbook. I have read the handbook and agree to abide by the rules, policies, and standards set forth in the handbook.

I also acknowledge that my employment with EBIA is not for a specified period of time and can be terminated at any time for any reason, with or without cause or notice by me or by EBIA. I acknowledge that no oral or written statements or representations regarding my employment can alter the foregoing. I also acknowledge that no Supervisor, manager, or other team member has the authority to enter into an employment agreement--express or implied--providing for employment other than at-will. The at-will relationship can only be modified in writing signed by both the Executive Director and the Chair of the Board of Directors of EBIA.

I further acknowledge that, except for the policy of at-will employment, EBIA reserves the right to revise, delete, and/or add to the provisions of this team member handbook. All such revisions, deletions, or additions must be in writing and must be signed by the Office Manager. No oral statements or representations can change the provisions of this team member handbook.

Finally, I understand that the foregoing agreement concerning my employment at-will status and EBIA's right to determine and modify the terms and conditions of employment, is the sole and entire agreement between me and EBIA concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes any and all prior agreements, understandings, and/or representations concerning these topics.

Date: _____

Signed: _____

TO BE PLACED IN TEAM MEMBER'S PERSONNEL FILE

EAST BAY INNOVATION ACADEMY (EBIA)
SCHOOL SAFETY PLAN
DRAFT - June 2013

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INTRODUCTION

East Bay Innovation Academy is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers the School's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

ENTRANCES AND EXITS

The school Executive Director and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning

- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

VISITORS POLICY

The School encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the Executive Director, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

School employees should follow normal check-in procedures upon arrival for work and should wear badges signifying that they are School employees.

VIP Visitors accompanied by any Board member may be requested to register as a visitor at the discretion of the accompanying Board member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the Executive Director, also subject to the School's visitor policy.

The Executive Director or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The Executive Director or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Executive Director or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Executive Director or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in The School's Registered Sex Offender Policy, set forth below.

FINGERPRINTING POLICY

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

WHO SHOULD BE FINGERPRINTED

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district

must be fingerprinted again to ensure that The School is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with a pupil while not in the presence of a credentialed School employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with a pupil. This policy also applies to parents/guardians of students who volunteer at the school and may have the occasion to be alone with a pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at the School should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

WHO PAYS FOR FINGERPRINTING

The School pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club.

Please see the School Office Manager for specific details about how to get fingerprinted.

REGISTERED SEX OFFENDER POLICY

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, Executive Directors and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of the School, or otherwise may be likely to attempt to visit the School for any reason whatsoever.

In accordance with "Megan's Law", the Executive Director or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement

regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

The School and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the Executive Director or designee may, on a case-by-case basis, notify staff, including but not limited to, campus Supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the Executive Director or designee informs any staff member of the information about a registered sex offender, the Executive Director or designee shall also inform the staff member of the following:

- a) The school will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the Executive Director or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the Executive Director or designee. When the Executive Director or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the Executive Director, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the Executive Director or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (the School recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of the School);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the Executive Director's or designee's discretion. If this meeting with the parent is not held, the Executive Director or designee shall notify the parent/guardian in writing of the information contained in this policy. The School recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, Executive Director or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;

- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

DRILLS

It is the Executive Director's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out.

Those drills are:

- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Civil Defense Drill:** A Civil Defense Drill should be conducted at least twice each school year following the school's Civil Defense Procedure.
- **Earthquake Duck & Cover Drill:** This drill should be performed twice per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the School's Major Disaster Plan.

CIVIL DEFENSE PROCEDURES

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm.

In addition, schools will receive warning through telephone communications from the local county office.

ALERT SIGNALS

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

AT THE SOUND OF THE "ALERT" SIGNAL:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

AT THE SOUND OF THE "TAKE COVER" SIGNAL:

- Students will position themselves under desks or tables.
- Students on the playground or out of doors will drop, face down on the ground.
- Open all doors; leave windows as they are.
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

AT THE "ALL CLEAR" SIGNAL:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the Executive Director will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

STAFF RESPONSIBILITIES

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

EXECUTIVE DIRECTOR

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).

- Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

TEACHERS

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

OFFICE MANAGER

- Assist and take direction from the Executive Director.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

CUSTODIAL ENGINEERS (OR EXECUTIVE DIRECTOR, OFFICE MANGER, EBIA STAFF)

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

AIDES, VOLUNTEERS AND OTHER ADULTS

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

EBIA LEADERSHIP TEAM

- In advance of emergencies, the school leadership team should ensure the following emergency supplies are stored:

STUDENT EMERGENCY PACKETS (1 PER STUDENT)

2 quarts of water

Solar blanket

Food for two days

Note from parents with emergency instructions

SCHOOL EMERGENCY SUPPLIES:

First aid kits

Flashlights

Batteries

Radios

Megaphone

Walkie-talkies

EMERGENCY PROCEDURES

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. Executive Director assesses the situation.
2. Executive Director notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.

5. Executive Director or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Executive Director.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. Executive Director determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Executive Director and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Executive Director and an assigned person will control and organize press releases and media requests.

FIRST AID

The First Aid area should be located at an assigned place and properly stocked at all times.

The First Aid team will consist of individuals assigned by the Executive Director or designee.

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

FIRE

1. Executive Director, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or Executive Director will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

EARTHQUAKE

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, Executive Director or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.

4. Be prepared to duck and cover again due to after shocks.
5. Staff to follow emergency procedures previously described.

FLOOD/ SEVERE WEATHER

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Executive Director will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

ELECTRICAL FAILURE

1. Executive Director and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored

GAS LINE BREAK

1. Executive Director and/or custodian notify PG&E.
2. Executive Director and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

WATER MAIN BREAK

1. Executive Director and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Executive Director or notifies the police.
4. Executive Director determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

WATER CONTAMINATION

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

CHEMICAL SPILL/ INCIDENT

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Executive Director will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

LOCKDOWN/SHOOTING INCIDENT

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Executive Director:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.

3. Teachers calmly direct students to duck under their desks.
4. Executive Director calls 911.
5. Executive Director assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

BOMB THREAT

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Executive Director immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Executive Director immediately.
2. Do not touch the object but note any identifying features to describe it to the Executive Director and emergency crews.

In all cases:

1. If Executive Director determines to evacuate, staff follows emergency procedures previously described.

2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Executive Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

EXPLOSION

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

DEATH/SUICIDE

1. Executive Director will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.

4. Executive Director will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

INTRUDERS/ VICIOUS ANIMALS

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

STUDENT DISCIPLINE

The School believes that one of the major functions of education is the preparation of youth for responsible citizenship. The School shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, the School shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide school personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in the charter petitions, the policies and procedures for suspension and expulsion of students set forth in this document comply with the policies and procedures identified in the

California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

DISCIPLINE IN GENERAL

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for "time out";
- Referring students to the Executive Director or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention;

All employees will report unmanageable or unusual behavior of students to the school Executive Director or designee as soon as possible. The school Executive Director or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
2. Referral to an advisor assigned that role by the Executive Director.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any school activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

AUTHORITY TO SUSPEND:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Executive Director or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The Executive Director or his/her designee may extend a student's suspension pending final decision by the Board of Directors on a recommendation for expulsion.
4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Board of Directors on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Chief Executive Officer or Executive Director or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.

- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

GROUPS FOR SUSPENSION AND EXPULSION

The following information is provided in order to provide uniformity within EBIA on matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Executive Director or the designee of the Executive Director. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.

- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of Supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
 - *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
 - *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)

- *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
 - *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
 - *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
 - *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
 - *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- **Intentional Harassment:** Created a hostile educational environment (Ed.Code 48900.4)
 - *Definition of Intentional Harassment:* engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.

- **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both (Ed.Code 48900.7)
 - *Definition of Terrorist Threat:* includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in:
 - death
 - great bodily injury to another person, or
 - property damage in excess of one thousand dollars (\$1,000.00),
 - with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:
 - his or her own safety,
 - his or her immediate family's safety,
 - the protection of school property, and/or
 - the personal property of the person threatened or of his or her immediate family.
- **Electronic Signaling Device:** Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- *Note:* Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.

EXPULSION

Expulsion is the involuntary removal of a student from the School for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the Board of Directors.

In the event that a student is recommended for expulsion from the School, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. The School will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The Board of Directors, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

EXPELLABLE OFFENSES:

CATEGORY I – MANDATORY EXPULSION

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts **must be recommended for expulsion** and the Board of Directors **must expel** the student.

- Possessing, selling or otherwise furnishing a firearm when a school employee verified firearm possession,
- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

CATEGORY II – MANDATORY RECOMMENDATION FOR EXPULSION

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be **recommended for expulsion** unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

CATEGORY III – EXPULSION MAY BE RECOMMENDED

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The Board’s decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, the Board may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

East Bay Innovation Academy (“EBIA”) is committed to providing a work and educational atmosphere that is free of unlawful harassment. EBIA’s policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. EBIA will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which EBIA does business with. This policy applies to all employee actions and relationships, regardless of position or gender. EBIA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

PROHIBITED UNLAWFUL HARASSMENT

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

PROHIBITED UNLAWFUL SEXUAL HARASSMENT

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by EBIA.

EBIA is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All Supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a Supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with Supervisory

responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their Supervisor or the Executive Director. See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

EBIA will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or Supervisory responsibilities.

PREVENTION OF CHILD ABUSE POLICY

The School is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

REPORTING SUSPECTED ABUSE/NEGLECT

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, the School's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of the School must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

REPORTING PROBLEMS AT THE SCHOOL SITE

The School maintains zero tolerance for abuse. Every member of the School community must participate actively in the protection of its students.

The School will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future school employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on the school premises or during a school-sponsored activity, he or she is required to immediately report their observations to the Executive Director or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- "private time" with students,

- taking students off premises without adhering to procedures,
- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The Executive Director or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

The School will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

EMPLOYEE CONDUCT WITH STUDENTS

All school employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all School employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

ALCOHOL, TOBACCO, AND CONTROLLED SUBSTANCES

All school employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

TRANSPORTATION OF STUDENTS

School employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

- a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;
- e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;
- f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- g) Whenever possible, two school employees should collectively engage in the transportation activity.

LANGUAGE

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of the School's health education curriculum. Employees are not permitted to discuss their own sexual activities with students.

GIFTS

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

ATTIRE

Employees must be appropriately and professionally dressed in presence of students. EBIA may adopt its own dress code for employees and employees will be expected to follow that code.

BEHAVIOR

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc.) on school grounds or in the presence of students.

PHYSICAL CONTACT WITH STUDENTS

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:

- Handshakes;
- “High Fives” or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

Inappropriate physical contact between employees and students include, but are not limited to:

- full body hugs or lengthy embraces;
- kisses;
- holding small children on the lap;
- touching bottoms, chests, knees, legs, , and/or genital areas;
- showing affection in isolated or private areas;
- sleeping with a student;
- wrestling with students;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

All school employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,

- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,
- withholding access to contact with parents or guardians,

- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

PURPOSE & OUTCOMES

The purpose of EBIA's outreach and community engagement is to establish a meaningful and ongoing relationship with Oakland's diverse communities. There will be three phases. Phase 1 begins immediately and lasts through the charter approval. Outcomes from Phase 1 include:

- A. A set of recommendations regarding diversity and inclusion, for consideration by the founding families and principal as the school evolves its programs and curriculum.
- B. Petition signatures from a diverse set of parents (with children who are eligible for enrollment in year 1).
- C. Additional parents willing to join the founding team.

Phase 2 begins immediately after charter approval, with the goal of ensuring a diverse pool of applicants, reflective of Oakland's students (race, ethnicity, income, sexual orientation, learning abilities). During this phase, careful consideration of the recommendations from Phase 1 will be considered; research may be needed on best practices in the education field with regards to diversity and inclusion.

Phase 3 begins after the school opens. The relationships established in Phase 1 and 2 will provide a foundation for one of the key pillars in EBIA's academic program, external service based projects.

EBIA OUTREACH & COMMUNITY ENGAGEMENT PLAN

ELEMENTS

Outreach Element	When
PHASE 1	ONGOING THROUGH CHARTER APPROVAL.
Development of promotional materials	Ongoing, and milestone driven. See Appendix 1.5
Community dialogues with organized groups of parents and community organizations.	Ongoing, through the charter approval.
PHASE 2	IMMEDIATELY FOLLOWING CHARTER APPROVAL
Site visits with outreach materials to elementary schools	Immediately following charter approval.
Site visits with outreach materials to community centers	Immediately following charter approval.
Site visits with outreach materials to religious organizations	Immediately following charter approval.
Local Events: Lakeshore Farmer's Market, Fruitvale Farmers Market, Jack London Farmers Market	Post charter approval, Spring and Summer 2014, 2 Saturdays/month
Local Events: Temescal Street Fair 7/7, Laurel Street Fair 8/10	Ongoing
Parent Information Nights	Post charter approval, 8 events, Spring and Summer 2014
Research on best practices in the education field on diversity and inclusion.	Immediately following charter approval, and ongoing.
PHASE 3	ONCE THE SCHOOL OPENS
Community dialogues to identify relevant external service based projects	

PHASE 1: COMMUNITY DIALOGUES

We will reach out to establish a relationship with organizations that are connected to different communities in Oakland and who either organize parents or specifically work on education issues. The list below is a starting place and groups will be added or removed based on the nature of the initial conversations. The starting list is:

- Black Organizing Project
- Spanish Speaking Citizens Foundation
- The Unity Council
- Oakland Community Organizations
- Youth Together
- The Spot
- The San Francisco Foundation's Education Program Area

The purpose of this first round of conversations is to begin connecting to communities and to identify other organizations or individuals who might help us connect to additional neighborhoods, communities, and interested families.

PHASE 2: COMMUNITY COMMUNICATION AND NOTIFICATION

We will undertake the following activities to increase awareness of EBIA across Oakland. Furthermore, where appropriate, communications will be provided in both English, Spanish and Chinese.

1. We will place paid advertisements in local print media (including Spanish, and Chinese Language publications). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
2. We will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
3. We will post fliers announcing recruitment events at various public facilities frequented by school aged students and families (YMCA, Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc.)

EBIA OUTREACH & COMMUNITY ENGAGEMENT PLAN

4. If allowed, we will place announcements in the parent newsletters or communication vehicles at all target schools. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
5. We will maintain a web-site that includes detailed information and updates on the school, recruitment events, and EBIA' application process and deadline.

PHASE 2: STUDENT RECRUITMENT PLAN

We seek to recruit and enroll students from across all elementary schools in Oakland.

Region One

Chabot Elementary
Cleveland Elementary
Crocker Highlands Elementary
Emerson Elementary
Hillcrest
Hoover Elementary
Joaquin Miller Elementary
Kaiser Elementary
Lafayette Elementary
Lincoln Elementary
Martin Luther King Junior Elementary
Montclair Elementary
Peralta Elementary
Piedmont Avenue Elementary
Place @ Prescott Elementary
Sankofa Elementary
Sequoia Elementary
Thornhill Elementary

Region Two

Allendale Elementary
Bella Vista Elementary
Bridges Academy
Franklin Elementary
Fruitvale Elementary

EBIA OUTREACH & COMMUNITY ENGAGEMENT PLAN

Garfield Elementary
Glenview Elementary
Global Family Schools
Horace Mann Elementary
International Community
Las Escuelita Elementary
Laurel Elementary
Manzanita Community School
Manzanita Seed
Redwood Heights Elementary
Think College Now

Region Three

Acorn Woodland Elementary
Brookfield Elementary
Burckhalter Elementary
Carl Munck Elementary
Community United Elementary
East Oakland Pride
Encompass Academy
Esperanza Elementary
Fred T Korematsu Discovery Academy
Futures Elementary
Grass Valley Elementary
Greenleaf Elementary
Howard Elementary
Markham Elementary
New Highland Academy
Parker Elementary
Reach Academy
Rise Community School
Sobrante Park Elementary

PHASE 3: EXTERNAL BASED SERVICE PROJECTS

As we move towards the opening of the school, we will build on the relationships established in Phase 1 & 2. The purpose will be to surface and identify meaningful and relevant service based projects for partnership. We see these opportunities of community partnership and service learning as a core part of EBIA's curriculum.

SUMMARY

EBIA will implement Phase 2 of the outreach plan after receiving approval for the charter petition. At that time, an official timeline of events will be produced, including:

- Deadlines for partner agreements
- Dates for media and communication submissions and airings
- Periods for leafleting
- Events and Activities calendar
- Open enrollment period

EBIA ADMISSIONS POLICY

PURPOSE

The purpose of this policy is to establish the EBIA admissions policy for EBIA employees, Board of Directors, and founding families, as utilized in the approved charter for the Charter School.

BACKGROUND

- A. Per the approved charter, if the number of students requesting to attend the Charter School exceeds the Charter school's capacity, enrollment will be determined by public random drawing. Per the approved charter, admissions preference for enrollment in the public random drawing will be given as follows:
1. Children of EBIA employees, the EBIA Board of Directors, and EBIA Founding Families are exempt from the random public drawing, and will be admitted to EBIA, provided all enrollment materials are fully completed and submitted by the announced deadlines. (Please note, as detailed below, EBIA Founding Family preference expires at the end of EBIA's seventh year of operations.)
 2. Siblings of enrolled students are exempt from the random public drawing and will be admitted to EBIA, provided all enrollment materials are fully completed and submitted by the announced deadlines.
 3. Residents of the District participating in the random public drawing will be given a 2:1 weighting factor, or as otherwise agreed upon with the authorizer.
 4. All other applicants.

DEFINITIONS

- A. EBIA Employees. Employees must be employed by the school by the first day of the school year.
- B. Board of Directors. Board Members must be serving on the Board of Directors on the first day of the school year.

C. Founding Families.

1. The EBIA Founding Family lottery exemption is limited to 75 families total, of which no more than 40 family exemptions are available for enrollment Year 2 (Fall 2015) and beyond.
2. A Founding Family consists of a child's mother, father, legal guardian, aunt, uncle, grandparent, whether by birth or through legal guardianship.
3. A "Founding Family" is a family that has contributed a minimum of 40 hours of service toward the development of the Charter School as described in the table below:

40 hours of Service Completed by:	To Enroll Students in:
January 31, 2014	Fall 2014
August 31, 2014	Fall 2015 and future years

The Charter School shall maintain a list of founding families as of January 31, 2014 and August 31, 2014, as defined in the table above.

"Contributed to the development of the Charter School" means contribution of time spent on a variety of activities, from raising money, to recruitment, outreach, legal counsel, helping obtain and refurbish a facility, translating documents, and more for the benefit of the development and ongoing maintenance of the Charter School. There is no financial obligation to become a Founding Family. Financial donations themselves cannot be considered as a "contribution" under this policy toward becoming a Founding Family, only time spent securing a financial donation (for example by soliciting local businesses for discounts or contributions).

GOVERNING RULES

- A. The sole record of contributed hours to the Charter School shall be authorized and maintained by the EBIA Executive Director, volunteer coordinator, or designee and submitted to the Charter School by January 31, 2014 for families who wish to enroll students in Fall 2014; and by August 31, 2014 for families who wish to enroll students in Fall 2015 and beyond. The EBIA Executive Director, volunteer coordinator, or designee has the sole authority to determine whether a volunteer activity is creditable and how many hours it is valued, and may pre-approve volunteer activities as requested.

- B. The children of Founding Families, as defined above shall be given a one-time exemption (to permanently expire by the end of the seventh year of EBIA operations) from participating in any applicable public random drawing. If the child of a Founding Family enrolls in and then leaves the Charter School, and seeks to return at a later time, the child will forfeit the exemption. Furthermore, from year eight (8) of EBIA's operation, and onward into future years, there is no Founding Family exemption.

- C. Disputes concerning eligibility of a child of a Founding Family must be resolved prior to any year's public random drawing, and shall be referred to the Board of Directors. The board shall be guided by the definitions herein, by the substantiating information provided by the claimant, following the criteria stated above.

East Bay Innovation Academy

POLICY AND PROCEDURE REGARDING UNLAWFUL DISCRIMINATION AND VIOLATIONS OF STATE OR FEDERAL LAW (UNIFORM COMPLAINT PROCEDURES)

East Bay Innovation Academy (the “Charter School”) has adopted this policy to address complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. In addition, the Charter School has adopted this procedure to address complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program, or complaints regarding unlawful student fees.

Scope

The Charter School’s policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program, or regarding unlawful student fees.
- (3) The Charter School acknowledges and respects every individual’s rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of

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the parties and the integrity of the process. This includes keeping the identity of the Complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any Complainant in the complaint process, including but not limited to a Complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the Complainant.

Compliance Officers

The Charter School Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director
[INSERT ADDRESS]

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's Uniform Complaint Procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Executive Director or designee shall make available copies of the Charter School's Uniform Complaint Procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the Complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the Complainant of the appeal process pursuant to Education Code Section 262.3, including the Complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

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4. Include statements that:
 - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the Complainant agrees in writing to an extension of the timeline;
 - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the Complainant first obtains knowledge of the facts of the alleged discrimination;
 - d. The Complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
 - e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the Complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

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If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

- Step 4: Response

OPTION 1:

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Unless extended by written agreement with the Complainant, the Compliance Officer shall prepare and send to the Complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the Compliance Officer shall prepare and send to the Complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the Complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the Complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the Complainant.

- **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the Complainant. The Charter School's decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the Complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

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8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the Complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest

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attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Unlawful Student Fee | |

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

- | | | |
|--|--|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Gender | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race | |
| <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

EXECUTIVE DIRECTOR
[INSERT ADDRESS]

Adopted/Ratified: [INSERT]

Revision Date:

East Bay Innovation Academy

POLICY AGAINST HARASSMENT AND SEXUAL HARASSMENT

East Bay Innovation Academy (the “Charter School”) has adopted this policy to address unlawful sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School’s policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Adopted/Ratified: [INSERT]

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Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults; and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

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- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

Complaint Procedure

Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Executive Director. See Attachment for the "Harassment Complaint Form."

The Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Adopted/Ratified: [INSERT]

Revision Date:

HARASSMENT COMPLAINT FORM

It is the policy of East Bay Innovation Academy (the "Charter School") that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the Charter School, you may file this form with the Executive Director or Board President.

Please review the Charter School's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.

The Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the Charter School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed you or someone else: _____

List any witnesses that were present:

Where did the incident(s) occur?

Adopted/Ratified: [INSERT]

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Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Adopted/Ratified: [INSERT]

Revision Date:

EBA Scenario #1
 Prop 39 Facilities
 Budget

East Bay Innovation Academy
 Multiyear Budget Summary
 SCENARIO 1: Prop 39 Facilities

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
	Startup Budget	Budget	Total Including Startup Year	Notes	Budget	Budget
SUMMARY						
Revenue						
General Block Grant	-	1,651,618	1,651,618		2,461,403	3,341,750
Federal Revenue	-	316,554	316,554		345,261	351,350
Other State Revenues	-	136,238	136,238		206,441	277,043
Local Revenues	-	16,293	16,293		23,760	31,228
Fundraising and Grants	-	-	-		-	-
Total Revenue	-	2,120,703	2,120,703		3,036,866	4,001,371
Expenses						
Compensation and Benefits	-	987,657	987,657		1,447,438	1,908,499
Books and Supplies	17,500	314,869	332,369		275,877	333,941
Services and Other Operating Expenditures	46,900	503,381	550,281		707,968	867,487
Capital Outlay	-	-	-		-	-
Total Expenses	64,400	1,805,906	1,870,306		2,431,283	3,109,928
Operating Income (excluding Depreciation)	(64,400)	314,797	250,397		605,583	891,444
<i>Operating Income (including Depreciation)</i>	<i>(64,400)</i>	<i>314,797</i>	<i>250,396</i>		<i>605,583</i>	<i>891,444</i>
Fund Balance						
Beginning Balance (Unaudited)	-	(64,400)	-		250,397	855,980
Audit Adjustment	-	-	-		-	-
Beginning Balance (Audited)	-	(64,400)	-		250,397	855,980
Operating Income (including Depreciation)	(64,400)	314,797	250,396		605,583	891,444
Ending Fund Balance (Including Depreciation)	(64,400)	250,397	250,396		855,980	1,747,424
Reserve Recommendation: 5% of Operating Expenses			93,515		121,564	155,496

EBlA Scenario #1
 Prop 39 Facilities
 Budget

East Bay Innovation Academy
 Multiyear Budget Summary
SCENARIO 1: Prop 39 Facilities

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
Detail	Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
Enrollment Breakdown						
K	-	-	-		-	-
1	-	-	-		-	-
2	-	-	-		-	-
3	-	-	-		-	-
4	-	-	-		-	-
5	-	-	-		-	-
6	-	150	150		110	110
7	-	90	90		150	110
8	-	-	-		90	150
9	-	-	-		-	90
10	-	-	-		-	-
11	-	-	-		-	-
12	-	-	-		-	-
Enrollment Totals						
K-3	-	-	-		-	-
4-6	-	150	150		110	110
7-8	-	90	90		240	260
9-12	-	-	-		-	90
Total Enrolled	-	240	240		350	460
Attendance Rates						
K-3		95%	95%		95%	95%
4-6		95%	95%		95%	95%
7-8		95%	95%		95%	95%
9-12		95%	95%		95%	95%
Average		95%	95%		95%	95%
ADA						
K-3		0.0	0.0		0.0	0.0
4-6		142.5	142.5		104.5	104.5
7-8		85.5	85.5		228.0	247.0
9-12		0.0	0.0		0.0	85.5
Total ADA		228.0	228.0		332.5	437.0
Demographics						
Economically Disadvantaged	-	48	48		70	92
Free Lunch	-	50	50		74	97
Reduced Lunch	-	34	34		49	64
English Language Learners	-	24	24		35	46

EBA Scenario #1
Prop 39 Facilities
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 1: Prop 39 Facilities

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
REVENUES							
Local Control Funding							
8015	Local Control	-	996,352	996,352	Using recent CDE/CCSA forecasting calculator	1,497,361	2,057,641
8019	Education Protection Account	-	264,259	264,259	16% of State Aid	393,824	534,680
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	-	391,006	391,006	\$1,714/ADA per most recent OUSD exhibit	570,218	749,429
		-	1,651,618	1,651,618	-	2,461,403	3,341,750
8100	Federal Revenue						
8181	Special Education - Entitlement	-	-	-	based on El Dorado Charter SELPA, accounting for federal sequestration (no federal funding in year 1)	30,324	44,223
8220	Child Nutrition Programs	-	51,018	51,018	based on 12-13 rates per CDE, decreased by 5% for federal sequestration, 86% waste factor (breakfast & lunch)	74,401	97,785
8291	Title I	-	35,910	35,910	\$427.5 per Title I eligible student, based on 12-13 average rates, decreased by 5% for federal sequestration	35,910	52,583
8292	Title II	-	2,394	2,394	\$28.5 per Title II eligible student, based on 12-13 average rates, decreased by 5% for federal sequestration	2,394	3,506
8293	Title III	-	2,232	2,232	\$93 per Title III eligible student	2,232	3,255
8298	Implementation Grant	-	225,000	225,000	\$575K over 3 years	200,000	150,000
SUBTOTAL - Federal Income		-	316,554	316,554	-	345,261	351,350
8300	Other State Revenues						
8381	Special Education - Entitlement (State)	-	94,358	94,358	SELPA, accounting for admin fee and set-aside	145,366	197,209
8520	Child Nutrition - State	-	6,769	6,769	rates per CDE, 86% waste factor (breakfast & lunch)	9,871	12,973
8545	School Facilities Apportionments	-	-	-	Not eligible	-	-
8560	State Lottery Revenue	-	35,112	35,112	\$154 per ADA per SSC	51,205	66,861
8592	Categorical Block Grant	-	-	-	Removed with LCFF	-	-
0	Educationally Disadvantaged Block Grant	-	-	-	Removed with LCFF	-	-
0	Educationally Disadvantaged Block Grant	-	-	-	Removed with LCFF	-	-
8593	New School Categorical	-	-	-	Removed with LCFF	-	-
SUBTOTAL - Other State Income		-	136,238	136,238	-	206,441	277,043

EBIA Scenario #1
 Prop 39 Facilities
 Budget

East Bay Innovation Academy
 Multiyear Budget Summary
 SCENARIO 1: Prop 39 Facilities

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
8600	Other Local Revenue						
8634	Food Service Sales	-	16,293	16,293	Reduced meal collections & 10% of non-FRL students buying lunch; 95% waste factor	23,760	31,228
SUBTOTAL - Local Revenues		-	16,293	16,293	-	23,760	31,228
8800	Donations/Fundraising						
8801	Donations - Parents	-	-	-		-	-
8802	Donations - Private	-	-	-		-	-
8803	Fundraising	-	-	-		-	-
SUBTOTAL - Fundraising and Grants		-	-	-		-	-
TOTAL REVENUE		-	2,120,703	2,120,703		3,036,866	4,001,371

EBIA Scenario #1
Prop 39 Facilities
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 1: Prop 39 Facilities

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
EXPENSES							
Compensation & Benefits							
1000	Certificated Salaries						
1100	Teachers Salaries	-	459,250	459,250	8 Teachers, increasing with enrollment	692,450	992,024
1103	Teacher - Substitute Pay	-	8,640	8,640	assuming 5% absence rate and \$120/day cost	12,960	18,360
1148	Teacher - Special Ed	-	55,000	55,000	1 Education Specialist, increasing with enrollment	112,200	114,444
1300	Certificated Supervisor & Administrator Salaries	-	105,000	105,000	1 Head of School	107,100	109,242
SUBTOTAL - Certificated Employees		-	627,890	627,890	-	924,710	1,234,070
2000	Classified Salaries						
2101	Classified - Electives	-	17,500	17,500	0.5 PE Teacher	17,850	18,207
2103	Classified - Tutor	-	80,000	80,000	4 Tutors, increasing with enrollment	122,400	166,464
2400	Classified Clerical & Office Salaries	-	70,000	70,000	1 Office Manager and 0.5 Office Coordinator, increasing with enrollment	91,800	93,636
SUBTOTAL - Classified Employees		-	167,500	167,500	-	232,050	278,307
3000	Employee Benefits						
3101	STRS	-	51,801	51,801	8.25% of certificated payroll	76,289	101,811
3301	OASDI/Alternative, certificated positions	-	9,181	9,181	-	13,520	18,041
3302	OASDI/Alternative, classified positions	-	12,863	12,863	-	17,815	21,367
3401	Health & Welfare Benefits - Certificated Positions	-	75,020	75,020	\$7502 per FTE per year. Growing at 10% per year.	123,783	181,548
3402	Health and Welfare Benefits - Classified Positions	-	15,004	15,004	\$7502 per FTE per year. Growing at 10% per year.	16,504	18,155
3500	Unemployment Insurance	-	-	-	.00% per first ~\$7K of pay per person	-	-
3501	State Unemploy. Insurance - Certificated Positions	-	2,772	2,772	3.60% per first ~\$7K of pay per person	5,292	6,552
3502	State Unemploy. Insurance - Classified Positions	-	1,764	1,764	3.60% per first ~\$7K of pay per person	2,772	3,276
3601	Worker's Comp Insurance - Certificated Positions	-	18,837	18,837	3.00% of payroll, per insurance quote for similarly sized school	27,741	37,022
3602	Worker's Comp Insurance - Classified Positions	-	5,025	5,025	3.00% of payroll, per insurance quote for similarly sized school	6,962	8,349
SUBTOTAL - Employee Benefits		-	192,267	192,267	-	290,678	396,122

EBIA Scenario #1
Prop 39 Facilities
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 1: Prop 39 Facilities

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
4000	Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	5,000	43,000	48,000	\$200 per New Student	22,440	22,889
4200	Books & Other Reference Materials	-	7,200	7,200	\$30 per New Student	3,366	3,433
4315	Custodial Supplies	-	1,800	1,800	\$150 per Monthly Rate	1,836	1,873
4320	Educational Software	-	900	900	\$100 per Teacher	1,224	1,769
4325	Instructional Materials & Supplies	-	24,000	24,000	\$100 per Student	35,700	47,858
4326	Art & Music Supplies	-	7,200	7,200	\$30 per Student	10,710	14,358
4330	Office Supplies	500	2,500	3,000	\$250 per Monthly Rate	3,060	3,121
4335	PE Supplies	-	4,800	4,800	\$20 per New Student	2,244	2,289
4400	Noncapitalized Equipment	-	60,000	60,000	networking, servers, AV and software. Includes initial purchase, maintenance, and replacement	34,700	39,350
4410	Classroom Furniture, Equipment & Supplies	5,000	31,000	36,000	\$150 per student; \$100/ new student in out years	11,000	11,220
4420	Computers (individual items less than \$5k)	5,000	49,000	54,000	1 desktop (\$1K) and projector (\$1K) per classroom, 2 desktops in office, plus \$150/student for laptops	24,830	25,167
4430	Non Classroom Related Furniture, Equipment & Suppli	2,000	1,000	3,000	for offices	4,500	2,550
4710	Student Food Services	-	82,469	82,469	lunch \$2.95 and breakfast \$1.65 per student	120,267	158,065
	SUBTOTAL - Books and Supplies	17,500	314,869	332,369	-	275,877	333,941
5000	Services & Other Operating Expenses						
5210	Conference Fees	-	2,700	2,700	\$300 per Teacher	3,672	5,306
5220	Travel and Lodging	-	1,350	1,350	\$150 per Teacher	1,836	2,653
5300	Dues & Memberships	-	1,200	1,200	\$5 per Student	1,785	2,393
5400	Insurance	-	14,400	14,400	\$60 per student, per CCSA JPA rates	21,420	28,715
5515	Janitorial, Gardening Services & Supplies	-	19,200	19,200	\$1600 per Monthly Rate	19,584	19,976
5520	Security	-	3,000	3,000	\$250 per Monthly Rate	3,060	3,121
5535	Utilities - All Utilities	-	40,320	40,320	\$0.2psf per month, consistent with industry standards (70 sf per student)	58,800	77,280
5605	Equipment Leases	-	12,000	12,000	\$1,000/month for copier lease and repair contract	12,240	12,485
5615	Repairs and Maintenance - Building	-	4,800	4,800	\$400 per Monthly Rate	4,896	4,994
5803	Accounting Fees	-	8,200	8,200	per typical state-approved auditor quotes	8,364	8,531
5809	Banking Fees	-	300	300	\$25 per Monthly Rate	306	312
5812	Business Services	-	110,204	110,204	6.25% of government revenues for full back-office services in years 1 and 2; core only in year 3	161,571	173,398
5815	Consultants - Instructional	20,000	-	20,000	Educational consultants in startup year; accreditation in year 2	3,500	-
5824	District Oversight Fees	-	49,549	49,549	3% of Local Control Funding (assumes Prop 39 facilities)	73,842	100,252
5830	Field Trips Expenses	-	7,200	7,200	\$30 per Student	10,710	14,358
5836	Fingerprinting	-	1,020	1,020	\$60 per FTE	1,499	1,966

EBIA Scenario #1
Prop 39 Facilities
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 1: Prop 39 Facilities

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
5843	Interest - Loans Less than 1 Year	-	19,238	19,238	CDE Loan and receivables sales	4,987	2,466
5845	Legal Fees	-	6,000	6,000		6,120	6,242
5851	Marketing and Student Recruiting	-	8,400	8,400	\$35 per New Student	3,927	4,006
5854	Consultants - Employee time in Startup Year	15,900	-	15,900		-	-
5855	Consultants - Intersession Middle School	-	90,000	90,000	\$375 per Student	169,750	227,562
5857	Payroll Fees	-	2,400	2,400	\$200 per Monthly Rate	2,448	2,497
5863	Professional Development	-	13,500	13,500	\$1500 per Teacher	18,360	26,530
5869	Special Education Contract Instructors	-	42,000	42,000	\$175/student for services not covered by RSP	62,475	83,752
5875	Staff Recruiting	1,000	3,500	4,500	\$500 per New Teacher	1,530	2,601
5877	Student Activities	-	7,500	7,500	Scholarships for student activities, AP test and college applications.	11,250	11,250
5880	Student Health Services	-	2,400	2,400	\$10 per Student	3,570	4,786
5881	Student Information System	10,000	15,000	25,000	illuminate: \$15K/yr + initial \$10K training	15,300	15,606
5887	Technology Services	-	7,200	7,200	basic IT handled by volunteers, \$600/mth for network maintained by tech service	7,344	7,491
5910	Communications - Internet / Website Fees	-	2,400	2,400	\$200/month for maximum bandwidth	2,448	2,497
5915	Postage and Delivery	-	6,000	6,000	\$25 per Student	8,925	11,965
5920	Communications - Telephone & Fax	-	2,400	2,400	\$200/month	2,448	2,497
SUBTOTAL - Services & Other Operating Exp.		46,900	503,381	550,281	-	707,968	867,487
6000 Capital Outlay							
6100	Sites & Improvement of Sites	-	-	-		-	-
6200	Buildings & Improvement of Buildings	-	-	-		-	-
6300	School Libraries	-	-	-		-	-
6400	Equipment	-	-	-		-	-
6410	Computers (capitalizable items)	-	-	-		-	-
6420	Furniture (capitalizable items)	-	-	-		-	-
6430	Other Equipment (capitalizable items)	-	-	-		-	-
6500	Equipment Replacement	-	-	-		-	-
SUBTOTAL - Capital Outlay		-	-	-	-	-	-
TOTAL EXPENSES		64,400	1,805,906	1,870,306	-	2,431,283	3,109,928
6900 Total Depreciation (Includes Prior Years)		-	-	1	-	-	-
TOTAL EXPENSES including Depreciation		64,400	1,805,906	1,870,307	-	2,431,283	3,109,928

EBIA Scenario #1
Prop 39 Facilities
Statement of Cash Flows

East Bay Innovation Academy
Monthly Cash Forecast
As of most recent monthly close
SCENARIO 1: Prop 39 Facilities

	2014/15												Forecast	APIAR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	185,600	108,176	18,440	6,455	324,167	195,582	63,322	246,711	90,199	275,299	167,235	132,600		
Revenue														
General Block Grant	-	-	-	579,387	-	-	315,789	-	79,603	109,471	85,939	57,149	1,651,618	424,280
8100 Federal Revenue														
Federal Income	-	-	-	5,669	5,669	5,669	5,669	5,669	230,669	5,669	5,669	5,669	316,554	40,536
8300 Other State Revenues														
Other State Income	-	-	-	752	752	752	752	752	13,736	8,216	4,574	752	136,238	105,201
8600 Other Local Revenue														
Local Revenues	-	-	-	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	16,293	-
8800 Donations/Fundraising														
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	587,618	8,231	8,231	324,020	8,231	325,817	125,165	97,992	65,360	2,120,703	570,017
Expenses														
Compensation & Benefits	58,197	85,624	86,984	85,624	85,397	85,397	87,211	85,624	85,624	83,160	83,160	75,658	987,657	-
Books & Supplies	83	83,732	83,912	16,349	16,349	16,349	16,349	16,349	16,349	16,349	16,349	16,349	314,869	-
Services & Other Operating Expenses	19,144	20,381	41,088	67,933	35,071	38,746	35,071	64,771	38,746	33,721	33,118	67,393	503,381	8,200
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	77,424	189,737	211,985	169,906	136,816	140,491	138,831	166,743	140,718	133,229	132,626	159,399	1,805,906	8,200
Operating Cash Inflow (Outflow)	(77,424)	(189,737)	(211,985)	417,713	(128,585)	(132,260)	185,390	(158,512)	185,099	(8,064)	(34,635)	(94,020)	314,797	561,817
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Advance Receivables Sales	-	100,000	200,000	(100,000)	-	-	-	-	-	(100,000)	-	-	-	-
CDE Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	108,176	18,440	6,455	324,167	195,582	63,322	248,711	90,199	275,299	167,235	132,600	38,580		

EIA Scenario #1
 Prop 39 Facilities
 Statement of Cash Flows

East Bay Innovation Academy
 Monthly Cash Forecast
 As of most recent monthly close
 SCENARIO 1: Prop 39 Facilities

	2015/16												Forecast	APIAR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	38,580	26,923	23,872	53,918	238,195	155,285	181,543	297,065	285,331	285,317	365,747	348,422		
Revenue														
General Block Grant	-	23,460	67,066	420,911	79,737	120,952	282,716	204,479	122,064	230,201	136,934	89,570	2,461,403	683,312
8100 Federal Revenue														
Federal Income	-	-	50,000	8,267	8,267	58,267	24,481	15,848	58,267	24,481	8,267	65,848	345,261	23,289
8300 Other State Revenues														
Other State Income	-	4,718	4,718	9,589	9,589	9,589	9,589	22,390	14,781	10,173	19,899	3,882	206,441	87,526
8600 Other Local Revenue														
Local Revenues	-	-	-	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	23,760	-
8800 Donations/Fundraising														
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	28,178	121,784	441,406	100,233	181,448	319,426	245,357	197,752	267,495	167,740	161,940	3,036,866	794,107
Expenses														
Compensation & Benefits	71,609	126,732	129,151	126,732	126,329	126,329	129,555	126,732	126,732	123,076	123,076	111,385	1,447,438	-
Books & Supplies	375	48,104	48,288	19,901	19,901	19,901	19,901	19,901	19,901	19,901	19,901	19,901	275,877	-
Services & Other Operating Expenses	26,863	26,532	52,361	102,163	46,136	51,162	46,116	102,124	51,132	44,088	44,068	106,839	707,968	8,364
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	98,847	201,368	229,800	248,796	192,366	197,392	195,572	248,757	197,766	187,065	187,065	238,125	2,431,283	8,364
Operating Cash Inflow (Outflow)	(98,847)	(173,190)	(108,017)	192,610	(92,133)	(5,944)	123,855	(3,400)	(14)	80,430	(19,325)	(76,185)	605,583	785,743
Revenues - Prior Year Accruals	95,390	170,138	246,396	-	17,556	40,536	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(8,200)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Advance Receivables Sales	-	-	(100,000)	-	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Ending Cash	26,923	23,872	53,918	238,195	155,285	181,543	297,065	285,331	285,317	365,747	346,422	270,237		

EBIA Scenario #1
Prop 39 Facilities
Statement of Cash Flows

East Bay Innovation Academy
Monthly Cash Forecast
As of most recent monthly close
SCENARIO 1: Prop 39 Facilities

	2016/17												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	270,237	288,276	326,625	542,534	777,554	881,495	688,124	858,344	885,690	860,633	962,935	946,326		
Revenue														
General Block Grant	-	34,213	98,701	537,917	118,440	180,380	377,694	305,907	160,008	292,243	184,212	119,185	3,341,750	932,850
8100 Federal Revenue														
Federal Income	-	-	37,500	10,865	10,865	48,365	34,602	18,446	48,365	34,602	10,865	57,525	351,350	39,350
8300 Other State Revenues														
Other State Income	-	7,268	7,268	14,524	14,524	14,524	14,524	31,240	18,608	12,827	25,685	4,936	277,043	111,114
8600 Other Local Revenue														
Local Revenues	-	-	-	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	31,228	-
8800 Donations/Fundraising														
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	41,461	143,469	566,776	147,289	246,739	430,290	359,063	230,451	343,142	224,232	185,116	4,001,371	1,083,314
Expenses														
Compensation & Benefits	84,627	168,122	171,070	188,122	167,631	187,631	171,562	168,122	168,122	163,377	163,377	146,735	1,908,499	-
Books & Supplies	213	83,037	53,224	25,274	25,274	25,274	25,274	25,274	25,274	25,274	25,274	25,274	333,941	-
Services & Other Operating Expenses	31,011	28,775	62,914	130,026	54,921	62,141	54,901	129,986	62,112	52,189	52,189	136,791	867,487	8,531
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	115,851	250,934	287,208	323,422	247,826	255,046	251,737	323,383	255,508	240,840	240,840	308,800	3,109,928	8,531
Operating Cash Inflow (Outflow)	(115,851)	(209,452)	(143,739)	243,353	(100,526)	(8,307)	178,553	35,680	(25,057)	102,302	(16,609)	(123,685)	891,444	1,074,782
Revenues - Prior Year Accruals	142,254	247,801	367,981	-	12,801	23,269	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(8,364)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Advance Receivables Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Ending Cash	288,276	326,625	542,534	777,554	681,495	688,124	858,344	885,690	860,633	962,935	946,326	822,641		

EBIA Scenario #2
School Pays Rent
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 2: School Pays Rent

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
	Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
SUMMARY						
Revenue						
General Block Grant	-	1,651,618	1,651,618		2,461,403	3,341,750
Federal Revenue	-	316,554	316,554		345,261	351,350
Other State Revenues	-	136,238	136,238		206,441	277,043
Local Revenues	-	16,293	16,293		23,760	31,228
Fundraising and Grants	-	-	-		-	-
Total Revenue	-	2,120,703	2,120,703		3,036,866	4,001,371
Expenses						
Compensation and Benefits	-	845,173	845,173		1,232,967	1,613,900
Books and Supplies	17,500	273,869	291,369		301,952	321,977
Services and Other Operating Expenditures	46,200	651,659	697,859		963,308	1,276,745
Capital Outlay	-	-	-		-	-
Total Expenses	63,700	1,770,701	1,834,401		2,498,227	3,212,622
Operating Income (excluding Depreciation)	(63,700)	350,002	286,302		538,639	788,750
<i>Operating Income (including Depreciation)</i>	(63,700)	350,002	286,302		538,639	788,750
Fund Balance						
Beginning Balance (Unaudited)	-	(63,700)	-		286,302	824,941
Audit Adjustment	-	-	-		-	-
Beginning Balance (Audited)	-	(63,700)	-		286,302	824,941
Operating Income (including Depreciation)	(63,700)	350,002	286,302		538,639	788,750
Ending Fund Balance (including Depreciation)	(63,700)	286,302	286,302		824,941	1,613,691
Reserve Recommendation: 5% of Operating Expenses			91,720		124,911	160,631

East Bay Innovation Academy
 Multiyear Budget Summary
SCENARIO 2: School Pays Rent

EBIA Scenario #2
 School Pays Rent
 Budget

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
Detail	Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
Enrollment Breakdown						
K	-	-	-		-	-
1	-	-	-		-	-
2	-	-	-		-	-
3	-	-	-		-	-
4	-	-	-		-	-
5	-	-	-		-	-
6	-	150	150		110	110
7	-	90	90		150	110
8	-	-	-		90	150
9	-	-	-		-	90
10	-	-	-		-	-
11	-	-	-		-	-
12	-	-	-		-	-
Enrollment Totals						
K-3	-	-	-		-	-
4-6	-	150	150		110	110
7-8	-	90	90		240	260
9-12	-	-	-		-	90
Total Enrolled	-	240	240		350	460
Attendance Rates						
K-3		95%	95%		95%	95%
4-6		95%	95%		95%	95%
7-8		95%	95%		95%	95%
9-12		95%	95%		95%	95%
Average		95%	95%		95%	95%
ADA						
K-3		0.0	0.0		0.0	0.0
4-6		142.5	142.5		104.5	104.5
7-8		85.5	85.5		228.0	247.0
9-12		0.0	0.0		0.0	85.5
Total ADA		228.0	228.0		332.5	437.0
Demographics						
Economically Disadvantaged	-	48	48		70	92
Free Lunch	-	50	50		74	97
Reduced Lunch	-	34	34		49	64
English Language Learners	-	24	24		35	46

EBIA Scenario #2
School Pays Rent
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 2: School Pays Rent

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
REVENUES							
Local Control Funding							
8015	Local Control	-	996,352	996,352	Using recent CDE/CCSA forecasting calculator	1,497,361	2,057,641
8019	Education Protection Account	-	264,259	264,259	16% of State Aid	393,824	534,680
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	-	391,006	391,006	\$1,714/ADA per most recent OUSD exhibit	570,218	749,429
		-	1,651,618	1,651,618	-	2,461,403	3,341,750
Federal Revenue							
8100	Special Education - Entitlement	-	-	-	based on El Dorado Charter SELPA, accounting for federal sequestration (no federal funding in year 1)	30,324	44,223
8220	Child Nutrition Programs	-	51,018	51,018	based on 12-13 rates per CDE, decreased by 5% for federal sequestration, 86% waste factor (breakfast & lunch)	74,401	97,785
8291	Title I	-	35,910	35,910	\$427.5 per Title I eligible student, based on 12-13 average rates, decreased by 5% for federal sequestration	35,910	52,583
8292	Title II	-	2,394	2,394	\$28.5 per Title II eligible student, based on 12-13 average rates, decreased by 5% for federal sequestration	2,394	3,506
8293	Title III	-	2,232	2,232	\$93 per Title III eligible student	2,232	3,255
8298	Implementation Grant	-	225,000	225,000	\$575K over 3 years	200,000	150,000
SUBTOTAL - Federal Income		-	316,554	316,554	-	345,261	351,350
Other State Revenues							
8381	Special Education - Entitlement (State)	-	94,358	94,358	SELPA, accounting for admin fee and set-aside	145,366	197,209
8520	Child Nutrition - State	-	6,769	6,769	rates per CDE, 86% waste factor (breakfast & lunch)	9,871	12,973
8545	School Facilities Apportionments	-	-	-	Not eligible	-	-
8560	State Lottery Revenue	-	35,112	35,112	\$154 per ADA per SSC	51,205	66,861
8592	Categorical Block Grant	-	-	-	Removed with LCFF	-	-
0	Educationally Disadvantaged Block Grant	-	-	-	Removed with LCFF	-	-
0	Educationally Disadvantaged Block Grant	-	-	-	Removed with LCFF	-	-
8593	New School Categorical	-	-	-	Removed with LCFF	-	-
SUBTOTAL - Other State Income		-	136,238	136,238	-	206,441	277,043

EBIA Scenario #2
 School Pays Rent
 Budget

East Bay Innovation Academy

Multiyear Budget Summary

SCENARIO 2: School Pays Rent

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
8600	Other Local Revenue						
8634	Food Service Sales	-	16,293	16,293	Reduced meal collections & 10% of non-FRL students buying lunch; 95% waste factor	23,760	31,228
	SUBTOTAL - Local Revenues	-	16,293	16,293	-	23,760	31,228
8800	Donations/Fundraising						
8801	Donations - Parents	-	-	-		-	-
8802	Donations - Private	-	-	-		-	-
8803	Fundraising	-	-	-		-	-
	SUBTOTAL - Fundraising and Grants	-	-	-	-	-	-
TOTAL REVENUE		-	2,120,703	2,120,703	-	3,036,866	4,001,371

EBIA Scenario #2
School Pays Rent
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 2: School Pays Rent

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
EXPENSES							
Compensation & Benefits							
1000	Certificated Salaries						
1100	Teachers Salaries	-	419,250	419,250	8 Teachers, increasing with enrollment	631,250	903,590
1103	Teacher - Substitute Pay	-	8,640	8,640	assuming 5% absence rate and \$120/day cost	12,960	18,360
1148	Teacher - Special Ed	-	55,000	55,000	1 Education Specialist, increasing with enrollment	112,200	114,444
1300	Certificated Supervisor & Administrator Salaries	-	100,000	100,000	1 Head of School	102,000	104,040
SUBTOTAL - Certificated Employees		-	582,890	582,890	-	858,410	1,140,434
2000	Classified Salaries						
2101	Classified - Electives	-	17,500	17,500	0.5 PE Teacher	17,850	18,207
2400	Classified Clerical & Office Salaries	-	68,000	68,000	1 Office Manager and 0.5 Office Coordinator, increasing with enrollment	89,760	91,555
SUBTOTAL - Classified Employees		-	85,500	85,500	-	107,610	109,762
3000	Employee Benefits						
3101	STRS	-	48,088	48,088	8.25% of certificated payroll	70,819	94,086
3301	OASDI/Alternative, certificated positions	-	8,529	8,529		12,559	16,883
3302	OASDI/Alternative, classified positions	-	6,562	6,562		8,253	8,418
3401	Health & Welfare Benefits - Certificated Positions	-	75,020	75,020	\$7502 per FTE per year. Growing at 10% per year.	123,783	181,548
3402	Health and Welfare Benefits - Classified Positions	-	15,004	15,004	\$7502 per FTE per year. Growing at 10% per year.	16,504	18,155
3500	Unemployment Insurance	-	-	-	.00% per first ~\$7K of pay per person	-	-
3501	State Unemploy. Insurance - Certificated Positions	-	2,772	2,772	3.60% per first ~\$7K of pay per person	5,292	6,552
3502	State Unemploy. Insurance - Classified Positions	-	756	756	3.60% per first ~\$7K of pay per person	756	756
3601	Worker's Comp Insurance - Certificated Positions	-	17,487	17,487	3.00% of payroll, per insurance quote for similarly sized school	25,752	34,213
3602	Worker's Comp Insurance - Classified Positions	-	2,565	2,565	3.00% of payroll, per insurance quote for similarly sized school	3,228	3,293
SUBTOTAL - Employee Benefits		-	176,783	176,783	-	266,947	363,704

EBIA Scenario #2
School Pays Rent
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 2: School Pays Rent

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
4000	Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	5,000	43,000	48,000	\$200 per New Student	22,440	22,889
4200	Books & Other Reference Materials	-	7,200	7,200	\$30 per New Student	3,366	3,433
4315	Custodial Supplies	-	1,800	1,800	\$150 per Monthly Rate	1,836	1,873
4320	Educational Software	-	900	900	\$100 per Teacher	1,224	1,769
4325	Instructional Materials & Supplies	-	18,000	18,000	\$75 per Student	26,775	35,894
4326	Art & Music Supplies	-	7,200	7,200	\$30 per Student	10,710	14,358
4330	Office Supplies	500	2,500	3,000	\$250 per Monthly Rate	3,060	3,121
4335	PE Supplies	-	4,800	4,800	\$20 per New Student	2,244	2,289
4400	Noncapitalized Equipment	-	25,000	25,000	networking, servers, AV and software. Includes initial purchase, maintenance, and replacement	69,700	39,350
4410	Classroom Furniture, Equipment & Supplies	5,000	31,000	36,000	\$150 per student; \$100/ new student in out years	11,000	11,220
4420	Computers (individual items less than \$5k)	5,000	49,000	54,000	1 desktop (\$1K) and projector (\$1K) per classroom, 2 desktops in office, plus \$150/student for laptops	24,830	25,167
4430	Non Classroom Related Furniture, Equipment & Suppli	2,000	1,000	3,000	for offices	4,500	2,550
4710	Student Food Services	-	82,469	82,469	lunch \$2.95 and breakfast \$1.65 per student	120,267	158,065
	SUBTOTAL - Books and Supplies	17,500	273,869	291,369		301,952	321,977
5000	Services & Other Operating Expenses						
5210	Conference Fees	-	2,700	2,700	\$300 per Teacher	3,672	5,306
5220	Travel and Lodging	-	1,350	1,350	\$150 per Teacher	1,836	2,653
5300	Dues & Memberships	-	1,200	1,200	\$5 per Student	1,785	2,393
5400	Insurance	-	14,400	14,400	\$60 per student, per CCSA JPA rates	21,420	28,715
5515	Janitorial, Gardening Services & Supplies	-	19,200	19,200	\$1600 per Monthly Rate	19,584	19,976
5520	Security	-	3,000	3,000	\$250 per Monthly Rate	3,060	3,121
5535	Utilities - All Utilities	-	40,320	40,320	\$0.2psf per month, consistent with industry standards (70 sf per student)	58,800	77,280
5605	Equipment Leases	-	12,000	12,000	\$1,000/month for copier lease and repair contract	12,240	12,485
5610	Rent	-	252,000	252,000	\$1.25 psf per month, 70 sf/student	367,500	483,000
5615	Repairs and Maintenance - Building	-	4,800	4,800	\$400 per Monthly Rate	4,896	4,994
5803	Accounting Fees	-	8,200	8,200	per typical state-approved auditor quotes	8,364	8,531
5809	Banking Fees	-	300	300	\$25 per Monthly Rate	306	312
5812	Business Services	-	110,204	110,204	6.25% of government revenues for full back-office services in years 1 and 2; core only in year 3	161,571	173,398
5815	Consultants - Instructional	20,000	-	20,000	Educational consultants in startup year; accreditation in year 2	3,500	-
5824	District Oversight Fees	-	16,516	16,516	1% of Local Control Funding	24,614	33,417
5830	Field Trips Expenses	-	7,200	7,200	\$30 per Student	10,710	14,358
5836	Fingerprinting	-	780	780	\$60 per FTE	1,132	1,467
5843	Interest - Loans Less than 1 Year	-	19,439	19,439	CDE Loan and receivables sales	11,507	2,466

EBIA Scenario #2
School Pays Rent
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 2: School Pays Rent

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
5845	Legal Fees	-	6,000	6,000		6,120	6,242
5851	Marketing and Student Recruiting	-	8,400	8,400	\$35 per New Student	3,927	4,006
5854	Consultants - Employee time in Startup Year	15,200	-	15,200		-	-
5855	Consultants - Intersession Middle School	-	24,000	24,000	\$100 per Student	105,000	227,240
5857	Payroll Fees	-	2,400	2,400	\$200 per Monthly Rate	2,448	2,497
5863	Professional Development	-	13,500	13,500	\$1500 per Teacher	18,360	26,530
5869	Special Education Contract Instructors	-	42,000	42,000	\$175/student for services not covered by RSP	62,475	83,752
5875	Staff Recruiting	1,000	1,250	2,250	\$250 per New Teacher	765	1,301
5877	Student Activities	-	7,500	7,500	Scholarships for student activities, AP test and college applications.	11,250	11,250
5880	Student Health Services	-	2,400	2,400	\$10 per Student	3,570	4,786
5881	Student Information System	10,000	15,000	25,000	illuminate: \$15K/yr + initial \$10K training	15,300	15,606
5887	Technology Services	-	7,200	7,200	basic IT handled by volunteers, \$600/mth for network maintained by tech service	7,344	7,491
5910	Communications - Internet / Website Fees	-	2,400	2,400	\$200/month for maximum bandwidth	2,448	2,497
5915	Postage and Delivery	-	3,600	3,600	\$15 per Student	5,355	7,179
5920	Communications - Telephone & Fax	-	2,400	2,400	\$200/month	2,448	2,497
SUBTOTAL - Services & Other Operating Exp.		46,200	651,659	697,859		963,308	1,276,745
6000 Capital Outlay							
6100	Sites & Improvement of Sites	-	-	-		-	-
6200	Buildings & Improvement of Buildings	-	-	-		-	-
6300	School Libraries	-	-	-		-	-
6400	Equipment	-	-	-		-	-
6410	Computers (capitalizable items)	-	-	-		-	-
6420	Furniture (capitalizable items)	-	-	-		-	-
6430	Other Equipment (capitalizable items)	-	-	-		-	-
6500	Equipment Replacement	-	-	-		-	-
SUBTOTAL - Capital Outlay		-	-	-		-	-
TOTAL EXPENSES		63,700	1,770,701	1,834,401		2,498,227	3,212,622
6900 Total Depreciation (Includes Prior Years)		-	-	-		-	-
TOTAL EXPENSES including Depreciation		63,700	1,770,701	1,834,401		2,498,227	3,212,622

EBIA Scenario #2
School Pays Rent
Statement of Cash Flows

East Bay Innovation Academy
Monthly Cash Forecast
As of most recent monthly close
SCENARIO 2: School Pays Rent

	2014/15 Projected												Forecast	APIAR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	186,300	90,416	8,085	6,497	442,771	310,315	174,183	189,437	49,889	232,172	154,217	116,157		
Revenue														
General Block Grant	-	-	-	579,387	-	-	315,789	-	79,603	109,471	85,939	57,149	1,651,818	424,280
8100 Federal Revenue														
Federal Income	-	-	-	5,669	5,669	5,669	5,669	5,669	230,669	5,869	5,669	5,669	316,554	40,536
8300 Other State Revenues														
Other State Income	-	-	-	752	752	752	752	752	13,736	8,216	4,574	752	136,238	105,201
8600 Other Local Revenue														
Local Revenues	-	-	-	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	16,293	-
8800 Donations/Fundraising Fundraising and Grants														
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	587,618	8,231	8,231	324,020	8,231	325,817	125,165	97,992	65,380	2,120,703	570,017
Expenses														
Compensation & Benefits	56,557	72,759	73,817	72,759	72,582	72,582	73,993	72,759	72,759	70,702	70,702	63,200	845,173	-
Books & Supplies	83	69,187	69,367	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	273,869	-
Services & Other Operating Expenses	39,244	40,385	58,404	63,560	53,080	56,755	53,080	59,995	55,750	50,725	50,323	62,158	651,659	8,200
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	95,884	182,330	201,588	151,344	140,688	144,363	142,099	147,780	143,535	136,453	136,052	140,385	1,770,701	8,200
Operating Cash Inflow (Outflow)	(95,884)	(182,330)	(201,588)	436,274	(132,457)	(136,132)	181,921	(139,549)	182,283	(11,288)	(38,060)	(75,005)	350,002	561,817
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Advance Receivables Sales	-	100,000	200,000	-	-	-	(168,667)	-	-	(66,667)	-	-	-	-
CDE Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	90,416	8,085	6,497	442,771	310,315	174,183	189,437	49,889	232,172	154,217	116,157	41,152		

EBIA Scenario #2
School Pays Rent
Statement of Cash Flows

East Bay Innovation Academy
Monthly Cash Forecast
As of most recent monthly close
SCENARIO 2: School Pays Rent

	2015/16 Projected												Forecast	APIAR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	41,152	134,892	102,939	213,987	212,510	123,583	143,825	254,136	257,854	251,924	325,800	299,922		
Revenue														
General Block Grant	-	23,460	67,066	420,911	79,737	120,952	282,716	204,479	122,064	230,201	136,934	89,570	2,461,403	683,312
8100 Federal Revenue														
Federal Income	-	-	50,000	8,267	8,267	58,267	24,481	15,848	58,267	24,481	8,267	65,848	345,261	23,269
8300 Other State Revenues														
Other State Income	-	4,718	4,718	9,589	9,589	9,589	9,589	22,390	14,781	10,173	19,899	3,882	206,441	87,526
8600 Other Local Revenue														
Local Revenues	-	-	-	2,640	2,640	2,840	2,640	2,640	2,640	2,640	2,640	2,640	23,760	-
8800 Donations/Fundraising														
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	28,178	121,784	441,406	100,233	191,448	319,428	245,357	197,752	267,495	167,740	161,940	3,036,866	794,107
Expenses														
Compensation & Benefits	69,428	107,360	109,175	107,360	107,058	107,058	109,477	107,360	107,360	104,341	104,341	92,650	1,232,967	-
Books & Supplies	375	61,293	61,476	19,868	19,868	19,868	19,868	19,868	19,868	19,868	19,868	19,868	301,952	-
Services & Other Operating Expenses	56,981	61,616	78,147	107,323	71,458	76,484	71,438	106,078	76,454	69,410	69,410	110,148	963,308	8,364
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	128,784	230,269	248,798	234,551	198,383	203,409	200,782	233,305	203,682	193,618	193,618	222,664	2,498,227	8,364
Operating Cash Inflow (Outflow)	(126,784)	(202,091)	(127,014)	206,856	(98,150)	(11,961)	118,644	12,052	(5,930)	73,877	(25,879)	(60,724)	538,639	785,743
Revenues - Prior Year Accruals	95,390	170,138	246,396	-	17,556	40,536	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(8,200)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Advance Receivables Sales	133,333	-	-	(200,000)	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Ending Cash	134,892	102,939	213,987	212,510	123,583	143,825	254,136	257,854	251,924	325,800	299,922	239,198		

EBIA Scenario #2
School Pays Rent
Statement of Cash Flows

East Bay Innovation Academy
Monthly Cash Forecast
As of most recent monthly close
SCENARIO 2: School Pays Rent

	2016/17 Projected												Forecast	APIAR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	239,198	220,263	246,810	458,341	688,145	586,638	587,818	753,597	775,728	745,348	841,464	818,670		
Revenue														
General Block Grant	-	34,213	98,701	537,917	118,440	180,380	377,894	305,907	160,008	292,243	184,212	119,185	3,341,750	932,850
8100 Federal Revenue														
Federal Income	-	-	37,500	10,865	10,865	48,365	34,602	18,446	48,365	34,802	10,865	57,525	351,350	39,350
8300 Other State Revenues														
Other State Income	-	7,268	7,268	14,524	14,524	14,524	14,524	31,240	18,608	12,827	25,685	4,936	277,043	111,114
8600 Other Local Revenue														
Local Revenues	-	-	-	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	31,228	-
8800 Donations/Fundraising														
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	41,481	143,469	566,776	147,289	246,739	430,290	359,083	230,451	343,142	224,232	188,116	4,001,371	1,083,314
Expenses														
Compensation & Benefits	81,872	141,481	143,674	141,481	141,116	141,116	144,039	141,481	141,481	137,600	137,600	120,958	1,613,900	-
Books & Supplies	213	51,949	52,136	24,187	24,187	24,187	24,187	24,187	24,187	24,187	24,187	24,187	321,977	-
Services & Other Operating Expenses	70,741	69,305	95,776	162,971	87,971	95,192	87,952	162,931	95,163	85,240	85,240	169,732	1,276,746	8,531
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	152,826	262,735	291,586	328,638	253,274	260,495	256,177	328,599	260,831	247,026	247,026	314,877	3,212,622	8,531
Operating Cash Inflow (Outflow)	(152,826)	(221,254)	(148,117)	238,137	(105,975)	(13,756)	174,113	30,464	(30,380)	96,116	(22,795)	(129,761)	788,750	1,074,782
Revenues - Prior Year Accruals	142,254	247,801	367,981	-	12,801	23,269	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(8,364)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Advance Receivables Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
Ending Cash	220,263	246,810	458,341	688,145	586,638	587,818	753,597	775,728	745,348	841,464	818,670	688,909		

EBA Scenario #3
 School Pays Rent, no PCSGP
 Budget

East Bay Innovation Academy
 Multiyear Budget Summary
 SCENARIO 3: School Pays Rent, No PCSGP

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
	Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
SUMMARY						
Revenue						
General Block Grant	-	1,651,618	1,651,618		2,461,403	3,341,750
Federal Revenue	-	91,554	91,554		145,261	201,350
Other State Revenues	-	136,238	136,238		206,441	277,043
Local Revenues	-	16,293	16,293		23,760	31,228
Fundraising and Grants	-	-	-		-	-
Total Revenue	-	1,895,703	1,895,703		2,836,866	3,851,371
Expenses						
Compensation and Benefits	-	845,173	845,173		1,232,967	1,613,900
Books and Supplies	17,500	273,869	291,369		301,952	321,977
Services and Other Operating Expenditures	46,200	656,130	702,330		980,895	1,284,278
Capital Outlay	-	-	-		-	-
Total Expenses	63,700	1,775,172	1,838,872		2,515,814	3,220,155
Operating Income (excluding Depreciation)	(63,700)	120,531	56,831		321,053	631,217
<i>Operating Income (including Depreciation)</i>	(63,700)	120,531	56,831		321,053	631,217
Fund Balance						
Beginning Balance (Unaudited)	-	(63,700)	-		56,831	377,884
Audit Adjustment	-	-	-		-	-
Beginning Balance (Audited)	-	(63,700)	-		56,831	377,884
Operating Income (Including Depreciation)	(63,700)	120,531	56,831		321,053	631,217
Ending Fund Balance (including Depreciation)	(63,700)	56,831	56,831		377,884	1,009,100
Reserve Recommendation: 5% of Operating Expenses			91,944		125,791	161,008

EBIA Scenario #3
School Pays Rent, no PCSGP
Budget

East Bay Innovation Academy

Multiyear Budget Summary

SCENARIO 3: School Pays Rent, No PCSGP

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
Detail	Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
Enrollment Breakdown						
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	150	150	-	110	110
7	-	90	90	-	150	110
8	-	-	-	-	90	150
9	-	-	-	-	-	90
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Enrollment Totals						
K-3	-	-	-	-	-	-
4-6	-	150	150	-	110	110
7-8	-	90	90	-	240	260
9-12	-	-	-	-	-	90
Total Enrolled	-	240	240	-	350	460
Attendance Rates						
K-3	-	95%	95%	-	95%	95%
4-6	-	95%	95%	-	95%	95%
7-8	-	95%	95%	-	95%	95%
9-12	-	95%	95%	-	95%	95%
Average	-	95%	95%	-	95%	95%
ADA						
K-3	-	0.0	0.0	-	0.0	0.0
4-6	-	142.5	142.5	-	104.5	104.5
7-8	-	85.5	85.5	-	228.0	247.0
9-12	-	0.0	0.0	-	0.0	85.5
Total ADA	-	228.0	228.0	-	332.5	437.0
Demographics						
Economically Disadvantaged	-	48	48	-	70	92
Free Lunch	-	50	50	-	74	97
Reduced Lunch	-	34	34	-	49	64
English Language Learners	-	24	24	-	35	46

EBIA Scenario #3
School Pays Rent, no PCSGP
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 3: School Pays Rent, No PCSGP

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
REVENUES							
Local Control Funding							
8015	Local Control	-	996,352	996,352	Using recent CDE/CCSA forecasting calculator	1,497,361	2,057,641
8019	Education Protection Account	-	264,259	264,259	16% of State Aid	393,824	534,680
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	-	391,006	391,006	\$1,714/ADA per most recent OUSD exhibit	570,218	749,429
		-	1,651,618	1,651,618		2,461,403	3,341,750
8100 Federal Revenue							
8181	Special Education - Entitlement	-	-	-	based on El Dorado Charter SELPA, accounting for federal sequestration (no federal funding in year 1)	30,324	44,223
8220	Child Nutrition Programs	-	51,018	51,018	based on 12-13 rates per CDE, decreased by 5% for federal sequestration, 86% waste factor (breakfast & lunch)	74,401	97,785
8291	Title I	-	35,910	35,910	\$427.5 per Title I eligible student, based on 12-13 average rates, decreased by 5% for federal sequestration	35,910	52,583
8292	Title II	-	2,394	2,394	\$28.5 per Title II eligible student, based on 12-13 average rates, decreased by 5% for federal sequestration	2,394	3,506
8293	Title III	-	2,232	2,232	\$93 per Title III eligible student	2,232	3,255
	SUBTOTAL - Federal Income	-	91,554	91,554		145,261	201,350
8300 Other State Revenues							
8381	Special Education - Entitlement (State)	-	94,358	94,358	SELPA, accounting for admin fee and set-aside	145,366	197,209
8520	Child Nutrition - State	-	6,769	6,769	rates per CDE, 86% waste factor (breakfast & lunch)	9,871	12,973
8545	School Facilities Apportionments	-	-	-	Not eligible	-	-
8560	State Lottery Revenue	-	35,112	35,112	\$154 per ADA per SSC	51,205	66,861
8592	Categorical Block Grant	-	-	-	Removed with LCFF	-	-
0	Educationally Disadvantaged Block Grant	-	-	-	Removed with LCFF	-	-
0	Educationally Disadvantaged Block Grant	-	-	-	Removed with LCFF	-	-
0	ED Minimum Funding	-	-	-		-	-
8593	New School Categorical	-	-	-	Removed with LCFF	-	-
	SUBTOTAL - Other State Income	-	136,238	136,238		206,441	277,043

EBIA Scenario #3
School Pays Rent, no PCSGP
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 3: School Pays Rent, No PCSGP

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
8600	Other Local Revenue						
8634	Food Service Sales	-	16,293	16,293	Reduced meal collections & 10% of non-FRL students buying lunch; 95% waste factor	23,760	31,228
	SUBTOTAL - Local Revenues	-	16,293	16,293		23,760	31,228
8800	Donations/Fundraising						
8801	Donations - Parents	-	-	-		-	-
8802	Donations - Private	-	-	-		-	-
8803	Fundraising	-	-	-		-	-
	SUBTOTAL - Fundraising and Grants	-	-	-		-	-
TOTAL REVENUE		-	1,895,703	1,895,703		2,836,866	3,851,371

EBIA Scenario #3
School Pays Rent, no PCSGP
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 3: School Pays Rent, No PCSGP

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
EXPENSES							
Compensation & Benefits							
1000	Certificated Salaries						
1100	Teachers Salaries	-	419,250	419,250	8 Teachers, increasing with enrollment	631,250	903,590
1103	Teacher - Substitute Pay	-	8,640	8,640	assuming 5% absence rate and \$120/day cost	12,960	18,360
1148	Teacher - Special Ed	-	55,000	55,000	1 Education Specialist, increasing with enrollment	112,200	114,444
1300	Certificated Supervisor & Administrator Salaries	-	100,000	100,000	1 Head of School	102,000	104,040
	SUBTOTAL - Certificated Employees	-	582,890	582,890		858,410	1,140,434
2000	Classified Salaries						
2101	Classified - Electives	-	17,500	17,500	0.5 PE Teacher	17,850	18,207
2400	Classified Clerical & Office Salaries	-	68,000	68,000	1 Office Manager and 0.5 Office Coordinator, increasing with enrollment	89,760	91,555
	SUBTOTAL - Classified Employees	-	85,500	85,500		107,610	109,762
3000	Employee Benefits						
3101	STRS	-	48,088	48,088	8.25% of certificated payroll	70,819	94,086
3301	OASDI/Alternative, certificated positions	-	8,529	8,529		12,559	16,683
3302	OASDI/Alternative, classified positions	-	6,562	6,562		8,253	8,418
3401	Health & Welfare Benefits - Certificated Positions	-	75,020	75,020	\$7502 per FTE per year. Growing at 10% per year.	123,783	181,548
3402	Health and Welfare Benefits - Classified Positions	-	15,004	15,004	\$7502 per FTE per year. Growing at 10% per year.	16,504	18,155
3501	State Unemploy. Insurance - Certificated Positions	-	2,772	2,772	3.60% per first ~\$7K of pay per person	5,292	6,552
3502	State Unemploy. Insurance - Classified Positions	-	756	756	3.60% per first ~\$7K of pay per person	756	756
3601	Worker's Comp Insurance - Certificated Positions	-	17,487	17,487	3.00% of payroll, per insurance quote for similarly sized school	25,752	34,213
3602	Worker's Comp Insurance - Classified Positions	-	2,565	2,565	3.00% of payroll, per insurance quote for similarly sized school	3,228	3,293
	SUBTOTAL - Employee Benefits	-	176,783	176,783		266,947	363,704
4000	Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	5,000	43,000	48,000	\$200 per New Student	22,440	22,889
4200	Books & Other Reference Materials	-	7,200	7,200	\$30 per New Student	3,366	3,433
4315	Custodial Supplies	-	1,800	1,800	\$150 per Monthly Rate	1,836	1,873
4320	Educational Software	-	900	900	\$100 per Teacher	1,224	1,769
4325	Instructional Materials & Supplies	-	18,000	18,000	\$75 per Student	26,775	35,894
4326	Art & Music Supplies	-	7,200	7,200	\$30 per Student	10,710	14,358
4330	Office Supplies	500	2,500	3,000	\$250 per Monthly Rate	3,060	3,121
4335	PE Supplies	-	4,800	4,800	\$20 per New Student	2,244	2,289
4400	Noncapitalized Equipment	-	25,000	25,000	networking, servers, AV and software. Includes initial purchase, maintenance, and replacement	69,700	39,350

EBIA Scenario #3
School Pays Rent, no PCSGP
Budget

East Bay Innovation Academy

Multiyear Budget Summary

SCENARIO 3: School Pays Rent, No PCSGP

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
4410	Classroom Furniture, Equipment & Supplies	5,000	31,000	36,000	\$150 per student; \$100/ new student in out years	11,000	11,220
4420	Computers (individual items less than \$5k)	5,000	49,000	54,000	1 desktop (\$1K) and projector (\$1K) per classroom, 2 desktops in office, plus \$150/student for laptops	24,830	25,167
4430	Non Classroom Related Furniture, Equipment & Suppl	2,000	1,000	3,000	for offices	4,500	2,550
4710	Student Food Services	-	82,469	82,469	lunch \$2.95 and breakfast \$1.65 per student	120,267	158,065
SUBTOTAL - Books and Supplies		17,500	273,869	291,369	-	301,952	321,977
5000	Services & Other Operating Expenses						
5210	Conference Fees	-	2,700	2,700	\$300 per Teacher	3,672	5,306
5220	Travel and Lodging	-	1,350	1,350	\$150 per Teacher	1,836	2,653
5300	Dues & Memberships	-	1,200	1,200	\$5 per Student	1,785	2,393
5400	Insurance	-	14,400	14,400	\$60 per student, per CCSA JPA rates	21,420	28,715
5515	Janitorial, Gardening Services & Supplies	-	19,200	19,200	\$1600 per Monthly Rate	19,584	19,976
5520	Security	-	3,000	3,000	\$250 per Monthly Rate	3,060	3,121
5535	Utilities - All Utilities	-	40,320	40,320	\$0.2psf per month, consistent with industry standards (70 sf per student)	58,800	77,280
5605	Equipment Leases	-	12,000	12,000	\$1,000/month for copier lease and repair contract	12,240	12,485
5610	Rent	-	252,000	252,000	\$1.25 psf per month, 70 sf/student	367,500	483,000
5615	Repairs and Maintenance - Building	-	4,800	4,800	\$400 per Monthly Rate	4,896	4,994
5803	Accounting Fees	-	8,200	8,200	per typical state-approved auditor quotes	8,364	8,531
5809	Banking Fees	-	300	300	\$25 per Monthly Rate	306	312
5812	Business Services	-	107,954	107,954	6.25% of government revenues for full back-office services in years 1 and 2; core only in year 3	159,571	173,398
5815	Consultants - Instructional	20,000	-	20,000	Educational consultants in startup year; accreditation in year 2	3,500	-
5824	District Oversight Fees	-	16,516	16,516	1% of Local Control Funding	24,614	33,417
5830	Field Trips Expenses	-	7,200	7,200	\$30 per Student	10,710	14,358
5836	Fingerprinting	-	780	780	\$60 per FTE	1,132	1,467
5843	Interest - Loans Less than 1 Year	-	26,160	26,160	CDE Loan and receivables sales	31,094	9,999

EBIA Scenario #3
School Pays Rent, no PCSGP
Budget

East Bay Innovation Academy
Multiyear Budget Summary
SCENARIO 3: School Pays Rent, No PCSGP

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17
		Startup Budget	Budget	Total including Startup Year	Notes	Budget	Budget
5845	Legal Fees	-	6,000	6,000		6,120	6,242
5851	Marketing and Student Recruiting	-	8,400	8,400	\$35 per New Student	3,927	4,006
5854	Consultants - Employee time in Startup Year	15,200	-	15,200		-	-
5855	Consultants - Intersession Middle School	-	24,000	24,000	\$100 per Student	105,000	227,240
5857	Payroll Fees	-	2,400	2,400	\$200 per Monthly Rate	2,448	2,497
5863	Professional Development	-	13,500	13,500	\$1500 per Teacher	18,360	26,530
5869	Special Education Contract Instructors	-	42,000	42,000	\$175/student for services not covered by RSP	62,475	83,752
5875	Staff Recruiting	1,000	1,250	2,250	\$250 per New Teacher	765	1,301
5877	Student Activities	-	7,500	7,500	Scholarships for student activities, AP test and college applications.	11,250	11,250
5880	Student Health Services	-	2,400	2,400	\$10 per Student	3,570	4,786
5881	Student Information System	10,000	15,000	25,000	Illuminate: \$15K/yr + initial \$10K training	15,300	15,606
5887	Technology Services	-	7,200	7,200	basic IT handled by volunteers, \$600/mth for network maintained by tech service	7,344	7,491
5910	Communications - Internet / Website Fees	-	2,400	2,400	\$200/month for maximum bandwidth	2,448	2,497
5915	Postage and Delivery	-	3,600	3,600	\$15 per Student	5,355	7,179
5920	Communications - Telephone & Fax	-	2,400	2,400	\$200/month	2,448	2,497
SUBTOTAL - Services & Other Operating Exp.		46,200	656,130	702,330		980,895	1,284,278
6000 Capital Outlay							
6100	Sites & Improvement of Sites	-	-	-		-	-
6200	Buildings & Improvement of Buildings	-	-	-		-	-
6300	School Libraries	-	-	-		-	-
6400	Equipment	-	-	-		-	-
6410	Computers (capitalizable items)	-	-	-		-	-
6420	Furniture (capitalizable items)	-	-	-		-	-
6430	Other Equipment (capitalizable items)	-	-	-		-	-
6500	Equipment Replacement	-	-	-		-	-
SUBTOTAL - Capital Outlay		-	-	-		-	-
TOTAL EXPENSES		63,700	1,775,172	1,838,872		2,515,814	3,220,155
6900	Total Depreciation (Includes Prior Years)	-	-	-		-	-
TOTAL EXPENSES including Depreciation		63,700	1,775,172	1,838,872		2,515,814	3,220,155

EBJA Scenario #3
School Pays Rent, No PCSGP
Statement of Cash Flows

East Bay Innovation Academy
Monthly Cash Forecast
SCENARIO 3: School Pays Rent, No PCSGP

	2014/15												Forecast	APIAR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	186,300	90,603	8,460	7,060	443,521	311,252	175,308	190,750	51,389	8,859	131,092	87,704		
Revenue														
General Block Grant	-	-	-	579,387	-	-	315,789	-	79,603	109,471	85,939	57,149	1,651,618	424,280
Federal Income	-	-	-	5,669	5,669	5,669	5,669	5,669	5,669	5,669	5,669	5,669	91,554	40,536
Other State Income	-	-	-	752	752	752	752	752	13,736	8,216	4,574	752	136,238	105,201
Local Revenues	-	-	-	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	16,293	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	587,618	8,231	8,231	324,020	8,231	100,817	125,165	97,992	65,380	1,895,703	570,017
Expenses														
SUMMARY														
Compensation & Benefits	56,557	72,759	73,817	72,759	72,582	72,582	73,993	72,759	72,759	70,702	70,702	63,200	845,173	-
Books & Supplies	83	69,187	69,367	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	273,869	-
Services & Other Operating Expenses	39,056	40,197	58,216	63,372	52,892	56,567	52,892	59,808	55,563	50,538	55,651	63,176	656,130	8,200
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	95,697	182,143	201,401	151,157	140,500	144,175	141,912	147,592	143,347	136,266	141,380	141,403	1,775,172	8,200
Operating Cash Inflow (Outflow)	(95,697)	(182,143)	(201,401)	436,462	(132,269)	(135,944)	182,109	(139,361)	(42,530)	(11,101)	(43,388)	(76,023)	120,531	561,817
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Receivables Sales	-	100,000	200,000	-	-	-	-	-	-	200,000	-	-	-	-
Payback of Receivables Sales	-	-	-	-	-	-	(166,667)	-	-	(66,667)	-	-	-	-
CDE Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	90,603	8,460	7,060	443,521	311,252	175,308	190,750	51,389	8,859	131,092	87,704	11,681		

EBA Scenario #3
School Pays Rent, No PCSGP
Statement of Cash Flows

East Bay Innovation Academy
Monthly Cash Forecast
SCENARIO 3: School Pays Rent, No PCSGF

	2015/16 Projected												Forecast	API/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	11,681	104,382	71,390	131,400	126,323	36,357	5,560	114,832	114,952	57,983	130,820	103,903		
Revenue														
General Block Grant	-	23,460	67,066	420,911	79,737	120,952	282,716	204,479	122,064	230,201	136,934	89,570	2,461,403	683,312
Federal Income	-	-	-	8,267	8,267	8,267	24,481	15,848	8,267	24,481	8,267	15,848	145,261	23,289
Other State Income	-	4,718	4,718	9,589	9,589	9,589	9,589	22,390	14,781	10,173	19,899	3,882	206,441	87,526
Local Revenues	-	-	-	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	23,760	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	28,178	71,784	441,406	100,233	141,448	319,428	245,357	147,752	267,495	167,740	111,940	2,836,866	794,107
Expenses														
SUMMARY														
Compensation & Benefits	69,428	107,360	109,175	107,360	107,058	107,058	109,477	107,360	107,360	104,341	104,341	92,650	1,232,967	-
Books & Supplies	375	61,293	61,476	19,868	19,868	19,868	19,868	19,868	19,868	19,868	19,868	19,868	301,952	-
Services & Other Operating Expenses	58,020	62,655	79,186	110,922	72,496	77,523	72,477	109,677	77,493	70,449	70,449	111,185	980,895	8,364
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	127,823	231,308	249,837	238,149	199,422	204,448	201,821	236,904	204,721	194,657	194,657	223,703	2,515,814	8,364
Operating Cash Inflow (Outflow)	(127,823)	(203,130)	(178,053)	203,257	(99,189)	(63,000)	117,605	8,453	(56,969)	72,838	(26,917)	(111,763)	321,053	785,743
Revenues - Prior Year Accruals	95,390	170,138	246,396	-	17,556	40,536	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(8,200)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	10,500	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Receivables Sales	200,000	-	200,000	-	-	-	200,000	-	-	-	-	-	-	-
Payback of Receivables Sales	(66,667)	-	(200,000)	(200,000)	-	-	(200,000)	-	-	-	-	-	-	-
CDE Loan	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Ending Cash	104,382	71,390	131,400	126,323	36,357	5,560	114,832	114,952	57,983	130,820	103,903	2,640		

EBA Scenario #3
School Pays Rent, No PCSGP
Statement of Cash Flows

East Bay Innovation Academy

Monthly Cash Forecast

SCENARIO 2016/17 by [redacted]

	2016/17												Forecast	APIAR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	2,640	19,439	44,480	92,004	196,054	94,548	58,227	224,007	246,137	178,258	274,374	251,579		
Revenue														
General Block Grant	-	34,213	98,701	537,917	118,440	180,380	377,694	305,907	160,008	292,243	184,212	119,185	3,341,750	932,850
Federal Income	-	-	-	10,865	10,865	10,865	34,602	18,446	10,865	34,602	10,865	20,025	201,350	39,350
Other State Income	-	7,268	7,268	14,524	14,524	14,524	14,524	31,240	18,808	12,827	25,685	4,936	277,043	111,114
Local Revenues	-	-	-	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	31,228	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	41,481	105,969	566,776	147,299	209,239	430,290	359,063	192,951	343,142	224,232	147,618	3,851,371	1,083,314
Expenses														
SUMMARY														
Compensation & Benefits	81,872	141,481	143,674	141,481	141,116	141,116	144,039	141,481	141,481	137,600	137,600	120,958	1,613,900	-
Books & Supplies	213	51,949	52,136	24,187	24,187	24,187	24,187	24,187	24,187	24,187	24,187	24,187	321,977	-
Services & Other Operating Expenses	74,507	70,812	97,283	163,724	87,971	95,192	87,952	162,931	95,163	85,240	85,240	169,732	1,284,278	8,531
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	156,591	264,242	293,093	329,392	253,274	260,485	256,177	328,599	260,831	247,026	247,026	314,877	3,220,155	8,531
Operating Cash Inflow (Outflow)	(156,591)	(222,781)	(187,124)	237,384	(105,975)	(51,256)	174,113	30,464	(67,880)	96,116	(22,795)	(167,261)	631,217	1,074,782
Revenues - Prior Year Accruals	142,254	247,801	367,981	-	12,801	23,269	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(8,384)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(10,500)	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Receivables Sales	250,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Payback of Receivables Sales	(200,000)	-	(125,000)	(125,000)	-	-	-	-	-	-	-	-	-	-
CDE Loan	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Ending Cash	19,439	44,480	92,004	196,054	94,548	58,227	224,007	246,137	178,258	274,374	251,579	84,318		

EBIA LCFF Calculator - Summary

	2014-15	2015-16	2016-17
Base	7,091.00	7,091.00	7,091.00
Target	7,660.26	7,732.57	8,035.51
Implementation	26.9%	48.6%	58.9%
Effective Rate	7,243.94	7,402.72	7,647.02

**Local Control Funding Formula for Charter Schools:
June 2013 Final Budget Act
(Worksheet Revised 6/25/2013)
Insert Data in Shaded Fields Only**

East Bay Innovation Academy

STEP 1: Calculate Your Start Point Base (Current Funding):

General Purpose Block Grant (state and local share)		
Enter 2014-15 ADA by Grade Level:	2014-15 ADA	13-14 Base Rate
K-3	0 \$	7,091
4-6	142.5 \$	7,091
7-8	85.5 \$	7,091
9-12	0 \$	7,091
Total estimated base amount:	\$ 1,616,748	
Total 2014-15 ADA	\$ 228	
Charter Categorical Funding*		
Categorical Block Grant		
New School Supplement		
Economic Impact Aid		
Total categoricals	\$ -	
Other "Frozen" State Categoricals Received		
K-3 Class Size Reduction		
Other Flexed Categoricals (SHI, etc)		
Total frozen categoricals	\$ -	
*Do NOT include special education, SB 740 Facilities, ASES, Nutrition or other federal or local funding		
TOTAL Funding Received:	\$ 1,616,748	
TOTAL Funding Received (less frozen categoricals):	\$ 1,616,748	
Start Point Base Grant per ADA:	\$ 7,091	
Start Point Base Grant per ADA (excluding frozen categoricals):	\$ 7,091	

Oakland Unified base rate 13-14
from Department of Finance Spring 2013 estimate

STEP 2: Calculate Your LCFF Target

Determine Base Grant by Grade Level X 2014-15 ADA:	2014-15 ADA	EST. LCFF Target
K-3	0 \$	6,845
4-6	142.5 \$	6,947
7-8	85.5 \$	7,154
9-12	0 \$	8,289
Total target base amount:	\$ 1,601,615	
Target Plus COLA of 1.565%	\$ 1,626,680	
Total 2014-15 ADA	\$ 228	
Average base per ADA	\$ 7,135	
Enter Total 2014-15 Enrollment	\$ 240	
Determine Grade Level Add-ons:		
K-3 CSR Supplement (10.4% of K-3)	\$ -	
High School Supplement (2.6% of 9-12)	\$ -	
Total Base Target Plus Add-ons	\$ 1,626,680	
Adjusted Base Per ADA	\$ 7,135	
Determine supplemental grant for 2014-15:		
Enter Unduplicated Enrollment Count of FRPM Eligible/ EL/FY:	\$ 84.00	
School percent FRPM/EL/FY:	35%	
School Supplemental weight per pupil (20%):	\$ 1,427	
Total Supplement	\$ 119,861	
Concentration Grant (Pupils over 55% FRLP)**	\$ -	
Enter District Unduplicated Percent FRPM/EL/FY:	78%	
Concentration Grant (District Cap)**	\$ 188,695	
Concentration Grant Eligibility	\$ -	
Total LCFF Target Amount:	\$ 1,746,540	
LCFF Target Amount Per ADA:	\$ 7,660	

Local Control Funding Formula for Charter Schools:
June 2013 Final Budget Act
(Worksheet Revised 6/25/2013)
Insert Data in Shaded Fields Only

East Bay Innovation Academy

STEP 2: Calculate Your LCFF Target

	2015-16 ADA	EST. LCFF Target
Determine Base Grant by Grade Level X 2015-16 ADA:		
K-3	0 \$	6,845
4-6	104.5 \$	6,947
7-8	228 \$	7,154
9-12	0 \$	8,289
Total target base amount:	\$ 2,357,074	
Target Plus COLA of 1.565%	\$ 2,393,962	
Total 2015-16 ADA	\$ 333	
Average base per ADA	\$ 7,200	
Enter Total 2015-16 Enrollment	\$ 350	
Determine Grade Level Add-ons:		
K-3 CSR Supplement (10.4% of K-3)	\$ -	
High School Supplement (2.6% of 9-12)	\$ -	
Total Base Target Plus Add-ons	\$ 2,393,962	
Adjusted Base Per ADA	\$ 7,200	
Determine supplemental grant for 2015-16:		
Enter Unduplicated Enrollment Count of FRPM Eligible/ EL/FY:	\$ 123.00	
School percent FRPM/EL/FY:	35%	
School Supplemental weight per pupil (20%)	\$ 1,440	
Total Supplement	\$ 177,117	
Concentration Grant (Pupils over 55% FRLP)**	\$ -	
Enter District Unduplicated Percent FRPM/EL/FY:	78%	
Concentration Grant (District Cap)**	\$ 277,700	
Concentration Grant Eligibility	\$ -	
Total LCFF Target Amount:	\$ 2,571,079	
LCFF Target Amount Per ADA:	\$ 7,733	

Local Control Funding Formula for Charter Schools:

June 2013 Final Budget Act
(Worksheet Revised 6/25/2013)
Insert Data in Shaded Fields Only

East Bay Innovation Academy

STEP 2: Calculate Your LCFF Target

Determine Base Grant by Grade Level X 2016-17 ADA:	2016-17 ADA	EST. LCFF Target
K-3	0 \$	6,845
4-6	104.5 \$	6,947
7-8	247 \$	7,154
9-12	85.5 \$	8,289
Total target base amount:	\$ 3,201,709	
Target Plus COLA of 1.565%	\$ 3,251,816	
Total 2016-17 ADA	\$ 437	
Average base per ADA	\$ 7,441	
Enter Total 2016-17 Enrollment	\$ 460	
Determine Grade Level Add-ons:		
K-3 CSR Supplement (10.4% of K-3)	\$ -	
High School Supplement (2.6% of 9-12)	\$ 18,715	
Total Base Target Plus Add-ons	\$ 3,270,531	
Adjusted Base Per ADA	\$ 7,484	
Determine supplemental grant for 2016-17:		
Enter Unduplicated Enrollment Count of FRPM Eligible/ EL/FY:	\$ 161.00	
School percent FRPM/EL/FY:	35%	
School Supplemental weight per pupil (20%)	\$ 1,497	
Total Supplement	\$ 240,986	
Concentration Grant (Pupils over 55% FRLP)**	\$ -	
Enter District Unduplicated Percent FRPM/EL/FY:	78%	
Concentration Grant (District Cap)**	\$ 379,382	
Concentration Grant Eligibility	\$ -	
Total LCFF Target Amount:	\$ 3,511,517	
LCFF Target Amount Per ADA:	\$ 8,036	

EBIA LCFF Implementation

LCFF Implementation

1.022

1.024

1.027

1.029

1.03

1.03

1.03

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Implementation Percentage Towards Goal	11.78%	17.10%	29.70%	20.00%	25.00%	33.30%	50.00%	100.00%
Total Effective Implementation Percentage	11.78%	26.87%	48.59%	58.87%	69.15%	79.42%	89.71%	100.00%

EBIA BUDGET NARRATIVE

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement East Bay Innovation Academy's program as described in the charter petition. Assumptions used to create the analysis are based on historical financial data from similar charter schools throughout California and Oakland Unified School District (OUSD).

REVENUES

ENROLLMENT & DEMOGRAPHIC ASSUMPTIONS

Enrollment is assumed to be as follows:

	2014-15	2015-16	2016-17
6	150	110	110
7	90	150	110
8		90	150
9			90
	240	350	460

East Bay Innovation Academy (EBIA) chooses to grow organically starting with two grades and then receiving the Special Apportionment for Charter Schools as it offers new grades in out years.

The attendance rate is assumed to be 95% in all years.

EBIA intends to enroll a diverse student population, including racial/ethnic diversity and socio-economic diversity that is reflective of the target community. This budget thus includes conservative projections of economically disadvantaged (20%) and Free & Reduced Lunch (35%) populations. The English Language Learner percentage (10%) is based on the English Language Learner population at Berkeley High School, which represents a student population similar to EBIA's expected population in Oakland.

GOVERNMENT FUNDING

The Local Control Funding Formula (LCFF) was signed by the Governor on June 27, 2013. Our assumptions are based on the information available as of July 9. Our OUSD base rate assumption of \$7,091 is based on the Department of Finance’s early estimate during Spring 2013. The LCFF implementation rate is based on the California Charter School Association’s budget analyses. The funding rates used for each year are as follows:

	2014-15	2015-16	2016-17
Base	7,091	7,091	7,091
Target	7,660	7,732	8,035
Implementation	26.9%	48.6%	58.9%
Effective Rate	7,243	7,402	7,647

The Excel workbook of LCFF calculations is included with the submitted materials.

The above revenues are funded by regular State Aid or “Local Control,” In-Lieu of Property Tax, and the Education Protection Account (EPA). The Education Protection Account (EPA) is assumed to be 16% of the above Local Control revenues. The allocation of Property Tax is based on the OUSD 2012-13 P-2 rate of \$1,714.94 per ADA. The remaining amount is funded by regular State Aid or “Local Control.”

EBIA has budgeted for Child Nutrition using 2012-13 reimbursement rates. Federal reimbursement rates have been reduced by 5% to account for federal sequestration. To be conservative, EBIA has built in an 86% waste factor for meals ordered and not claimed.

The school expects to receive Title I funding, estimated at \$428 per eligible student based on 2012-13 average rates, decreased by 5% to account for federal sequestration. The school also expects to receive Title II funding, estimated at \$29 per eligible student based on 2012-13 average rates, decreased by 5% to account for federal sequestration. Finally, the school expects to receive Title III funding at \$93 per English Language Learner, per the California Department of Education Title III LEP 13-14 Funding Profile. All Title funds do not begin to arrive until year 2 (year 1 funds are accrued).

For Special Education, EBIA intends to operate as a member of the El Dorado Charter SELPA. The state rate is assumed to be \$465/ADA less 5% set aside and 6% admin fee. EBIA will not receive federal special education funding in its first year. In year 2, the federal rate is assumed to be \$133/ADA.

EBIA plans to submit for Proposition 39 facilities. Thus, we have prepared two budget scenarios: in the first scenario, the school uses a Prop 39 facility; in the second scenario, the school does not use a Prop 39 facility and thus pays rent. In both scenarios, SB740 Facility Grant funds are not included. Even under the non-Prop 39 scenario, the school does not expect a Free and Reduced Lunch population of 70%, and without a definitive location cannot depend on a neighboring elementary school to meet this criteria.

The school also has budgeted for state lottery revenue. These funds do not begin to arrive until year 2 (year 1 funds are accrued). The 2014-15 expected rate is \$154/ADA based on School Services of California (SSC). Out years are also based on the SSC Dartboard.

Budget scenarios 1 and 2 also include funding from the Public Charter School Grant Program (PCSGP) for operations in years 1, 2 and 3. Total expected funding is \$575K over a period of approximately 2.5 years. The amounts are based on the 2010-15 grant cycle. EBIA will be able to apply for the grant in October of 2013 and would be able to reapply in October of 2014 if the grant is not awarded in the first application cycle. The budget assumes that funding will not be approved until the October 2014 cycle and that funds will not be received until March of 2015. EdTec – EBIA's backoffice provider and consultant for this budget – worked with eight charter schools during the last PCSGP application period and all eight schools were approved for the grant. That said, in the case that EBIA does not receive this grant, we have prepared a third budget scenario which shows that the school's budget is still sustainable without the \$575K.

EXPENSES

Expenses have been conservatively estimated by the petitioners and EdTec based on current market conditions in Oakland, estimates from similar charter schools, and EdTec's experience working with a number of charter schools in California. Expense assumptions have been increased 2.0% per year for inflation. Below is a summary of the major expense categories and their underlying assumptions.

STAFFING AND BENEFITS

The following table outlines staffing assumptions for the first three years of the charter:

SCENARIO 1: Proposition 39 Facilities

	2014-15	2015-16	2016-17
Full-time teachers	8	12	17
Elective teachers (PE)	0.5	0.5	0.5
Education Specialists	1	2	2
Certificated Admin	1	1	1
Office/Clerical	1.5	2	2
Tutors (Aides)	4	6	8

SCENARIO 2: School pays Rent

	2014-15	2015-16	2016-17
Full-time teachers	8	12	17
Elective teachers (PE)	0.5	0.5	0.5
Education Specialists	1	2	2
Certificated Admin	1	1	1
Office/Clerical	1.5	2	2
Tutors (Aides)	0	0	0

SCENARIO 3: School pays Rent, does not receive PCSGP (no change from Scenario 2)

	2014-15	2015-16	2016-17
Full-time teachers	8	12	17
Elective teachers (PE)	0.5	0.5	0.5
Education Specialists	1	2	2
Certificated Admin	1	1	1
Office/Clerical	1.5	2	2
Tutors (Aides)	0	0	0

In addition, substitutes have been budgeted assuming a 5% teacher absence rate and \$120/day rate of pay.

In the second and third scenarios, the petitioners will only hire tutors as they can be afforded given fundraising or other additional sources of revenue not secured at this time.

In all scenarios, the maximum class size is 30.

In the first scenario, teachers will be hired at \$55,000/year. The Head of School (Certificated Admin) will be hired at \$105,000/year. One full-time office manager will be hired at \$50,000/year. An additional office coordinator will be hired at \$40,000/year, though this position will only be half-time in the first year. Education Specialists will be hired at \$55,000/year. The elective teacher will be hired at \$35,000/year, though this position will only be half-time in all three years. Each tutor will be hired at \$20,000/year. All salaries are increased 2% each year.

In the second and third scenarios, teachers will be hired at \$50,000/year, and the Head of School (Certificated Admin) will be hired at \$100,000/year. The office manager will be hired at \$48,000/year. All other salaries are consistent with the first scenario, and all salaries are increased 2% each year.

In all scenarios, EBIA estimates spending \$7,500/year in year 1 for each full-time employee participating in the health plan. This per-employee cost increases 10% each year. EBIA will

offer STRS to eligible employees. Social Security and all taxes are included in the budget for Compensation & Benefits.

In the start-up year, EBIA will pay the Head of School and Office Manager 10% of each of their salaries for time worked prior to school opening. EBIA will also pay the Office Coordinator roughly 1% of his or her salary for hourly work prior to school opening. Because the school will not run payroll prior to July 2014, these employees will be paid as contractors during this time, and these expenses are included under Consultants in the start-up year.

BOOKS AND SUPPLIES

In scenario 1, EBIA plans to spend \$332,369 on Books and Supplies in year 1. A portion of some of year 1 expenses will occur during the startup year. Unless otherwise noted in the explanation below, expenses are increased 2% per year for inflation. Not including Food Services or permanent technology infrastructure, the majority of these expenses will be billed to the PCSGP grant in years 1 and 2, and some in year 3. Each year, EBIA will spend \$200 per new student on textbooks and curriculum, \$30 per new student on other books, \$20 per new student on PE supplies, \$100 per student on instructional materials and supplies, and \$30 per student on art and music supplies. EBIA will spend \$100 per teacher on educational software. EBIA will spend \$150 per month on custodial supplies, and \$250 per month on office supplies. The school will spend \$150 per student in the first year on furniture and equipment, which will decrease to \$100 per student in years 2 and 3. The school has also budgeted an average of \$3,300 per year for office furniture and equipment. Finally, technology plays an important role in the academic program at EBIA. Each year the school will spend \$150 per new student on shared laptops and \$2,000 per new classroom for a computer and projector. In year 1, the school will spend an additional \$2,000 for office computers. The school will also spend \$134,000 over the first three years on networking, servers, AV and other necessary technology. This includes initial purchase, maintenance and replacement.

In scenarios 2 and 3, EBIA will spend \$25 less per student on instructional materials and supplies. The school will spend less in year 1 on networking, servers, and some furniture – though these costs will shift to year 2 rather than be eliminated completely.

The cost of student food services assumes lunch costs \$2.95 and breakfast costs \$1.65 per student. The school has budgeted for the participation of free and reduced lunch students, as well as about 10% of non-FRL students. As mentioned above in the revenue narrative, the school has assumed a waste factor of 86% for meals ordered and not claimed, such that this program is conservatively budgeted at a small loss for the school.

SERVICES AND OTHER OPERATING EXPENSES

In scenario 1, EBIA plans to spend \$550,281 on Services and Other Operating Expenses in year 1. A portion of some year 1 expenses will occur during the startup year. Unless otherwise noted in the below explanation, expenses are increased 2% per year for inflation. EBIA will spend approximately \$450 per teacher each year to attend the annual California Charter Schools Association (CCSA) Conference. Depending on where the conference is held each year, only a portion of teachers may attend, rotating the group each year. The school will spend \$5 per student in each year on professional dues and memberships. The liability insurance premium is assumed to be \$60 per student. The school will lease a copier at \$1,000 per month. Accounting fees are estimated at \$8,200 per year, and banking fees are estimated at \$25 per month. Field trips have been budgeted at \$30 per student, and the school has budgeted \$7,500 in year 1 for student scholarships for activities and college prep expenses. This budget will increase to \$11,250 per year in years 2 and 3. Fingerprinting/Live Scan is budgeted at \$60 per employee. Legal expenses have been budgeted at \$6,000 per year. The school will spend \$35 per student on marketing and student recruitment, and \$500 per new teacher on staff recruitment. Professional development has been budgeted at \$1,500 per teacher. The school has budgeted \$175 per student for special education services not covered by the employed Education Specialists, which will be handled by contracted services. The school has budgeted \$10 per student for health services. EBIA plans to use Illuminate for student assessment and student information system, and has budgeted \$15,000 per year with an additional \$10,000 in the startup year for training. The school will also spend \$25 per student on postage and delivery.

In scenarios 2 and 3, the school will spend \$250 less per teacher on staff recruiting, and \$10 less per student on postage and delivery – utilizing less expensive services, electronic mail, and/or take-home parent communication. All other expense assumptions are consistent with scenario 1, as described above, and expenses are increased 2% per year for inflation.

In all scenarios, the school will contract with a back-office business provider for an accounting and compliance platform with support services specific to the needs of a charter school. The fee starts at 6.25% of government revenues and decreases as the school grows. Payroll fees are budgeted at an additional \$200 per month.

In all scenarios, the school will contract educational consultants at \$20,000 in the startup year. In year 2, the school has budgeted \$3,500 for educational consultants for accreditation. The

school has also budgeted consulting expense for employees working prior to school opening in the startup year, as described in the staffing section, above.

In scenario 1, the school uses a Proposition 39 facility. District Oversight is budgeted at 3% of Local Control Funding. The school has budgeted \$1,600 per month for janitorial services, \$250 per month for security, \$400 per month for miscellaneous building maintenance, and \$0.20 per square foot per month for utilities (assuming 70 square feet per student). The school will spend \$600 per month for technology services, assuming basic IT will be handled by parent volunteers. The school has budgeted \$200/month for internet, assuming maximum bandwidth, and an additional \$200/month for phone and fax.

In scenarios 2 and 3, the school has budgeted rent expense at \$1.25 per square foot, assuming 70 square feet per student. District Oversight is budgeted at 1% of Local Control Funding. All other facility related expenses remain consistent with scenario 1.

The school will operate Intersession Middle School three times per school year, and has budgeted \$375 per student in year 1 for contractors for this program, increasing to \$485 per student in year 2. In scenarios 2 and 3, however, the school will ramp up this program at a slower pace to keep costs down in years 1 and 2, depending on salaried employees and fundraising to fill the gaps.

In scenarios 1 and 2, receivable sales are planned in years 1 and 2 to maintain positive cash flow. The fees are based on Charter Advance rates. All will be repaid by October 2015. In addition, the school has budgeted for interest for the CDE Revolving Loan.

In scenario 3, a higher amount of receivable sales are necessary in years 1 and 2 to maintain positive cash flow in the absence of PCSGP grant funds. Receivable sales are also necessary in the first part of year 3. Again, fees are based on Charter Advance rates. All will be repaid by October 2016. In addition, the school has budgeted for interest for the CDE Revolving Loan in this scenario.

CASH FLOW

The cash flow projection assumes the Education Protection Account is disbursed quarterly. Property Tax payments are paid each month by the district. State Aid or "Local Control" is paid according to the following schedule, which assumes the most recent information on 2013-14 deferrals:

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL	July
State Aid/ - Standard	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	100.00%	
Deferral										5.78%	9.00%	9.00%		5.76%
Deferral														9.00%
Deferral														9.00%
State Aid - Adjusted	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	3.22%	0.00%	0.00%	76.22%	23.78%

To allow for county processing time, all payments are expected in the month following the disbursement month. For example, the July state aid payment of 5% is included in August in the cash flow forecast.

As referenced in the revenue section, above, EBIA has not included PCSGP revenues in the cash flow until March 2015 for scenarios 1 and 2. Thus, in order to finance start up expenses in the beginning of year 1, and also to finance growth expenses at the beginning of year 2, the school is assuming receivable sales through the Charter Advance program. Charter Advance inflows and outflows are shown in Years 1 and 2, and interest and fees are included in the budget for both scenarios. This program is funded by Local Initiatives Support Corporation (LISC) and NCB Capital Impact. The school gains scale in the second half of year 2 and its outstanding balance is assumed to be paid by October 2015.

In scenario 3, due to the absence of PCSGP funds, the EBIA is assuming a higher amount of receivables sales in years 1 and 2, and an additional sale at the beginning of year 3. The school gains scale in the second half of year 3 and its outstanding balance is assumed to be paid by October 2016.

EBIA will apply for the California Department of Education Charter School Revolving Loan Fund. The school has forecast receipt of \$250,000 in principal in July 2014, and assumes a five year payback period. Payments of this principal consist of \$50k per year for the five years subsequent to the one in which the payment was received, in equal portions in September through February. The school has also budgeted interest expense for this loan. The interest expense was calculated based on current expectations for Revolving Loan Fund terms (approximately 1.38% interest). All EdTec clients that applied during 2012-13 received the loan; proceeds arrived during July 2013. If Thrive does not receive the Revolving Loan and PCSGP truly does not arrive until March 2015, the school will sell additional receivables to maintain positive cash flow.

RESERVES

In each fiscal year, in scenarios 1 and 2, the school plans to exceed a budget reserve equal to 5% of total annual operating expenses or \$50,000, whichever is greater.

In scenario 3, the absence of PCSGP start-up funds causes the school to ramp more slowly to the 5% reserve goal. In year 1, the budget reserve is equal to 3.1% of total operating expenses. In years 2 and 3, however, the budget reserve is equal to 15% and 31% respectively.