EAST BAY INNOVATION ACADEMY

CREATIVITY, COLLABORATION, & INNOVATION

Charter Renewal Petition

Submitted to
OAKLAND UNIFIED SCHOOL DISTRICT
On
SEPTEMBER 26, 2018
For the Term
JULY 1, 2019 - JUNE 30, 2024

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Entity Requesting the Charter:	EAST BAY INNOVATION ACADEMY
Proposed Charter School Name:	EAST BAY INNOVATION ACADEMY
Proposed School Location (City):	OAKLAND, CALIFORNIA
Proposed Opening Month and Year:	JULY 2019
Grades to be Served upon Opening:	GRADES 6-12
Grades to be Served at Full Development:	GRADES 6-12

East Bay Innovation Academy ("EBIA" or the "Charter School") shall fulfill the intent of the Charter Schools Act of 1992 by: (1) improving pupil learning, (2) providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system and (3) providing vigorous competition within the public school system to stimulate continual improvements in all public schools. The Petitioners are eager to work independently and 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, 2019 through June 30, 2024.

Lead Petitioners:	Devin Krugman
Address:	3400 Malcolm Avenue, Oakland, CA 94605
Daytime Phone:	(510) 577-9557
Email:	dkrugman@eastbayia.org

STATEMENT OF ASSURANCES

This form or other similar form 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. The most up-to-date version of this form can be found on our website.

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 at Oakland, California is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the 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-sectarian 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 the characteristics included in Education Code section 220, including but not limited to 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 exclude admission based 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 meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)

8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. 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.

12. 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 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f 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."

14. Will adhere to all applicable provisions of federal law relating to students who are English 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 (I).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System, and/or the California Public Employees' Retirement System, and/or other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. 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.

28. 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.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. 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.

32. 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.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

_____   _____
Signature   Date

_____
Print Name

East Bay Innovation Academy ("EBIA" or 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 admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. 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)(i)-(iv). 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 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. Education Code Section 47605(l)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

_____   _____
Devin Krugman, Lead Petitioner   Date

_____
Print Name

EXECUTIVE SUMMARY

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, in its fifth year of operation, East Bay Innovation Academy is a grades 6-12 college preparatory public charter school that builds upon the strengths of proven models at High Tech High, New Tech Network, 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 engages students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

EBIA delivers 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, Arts, and Math (STEAM)-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 is 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 strive to make the years spent at EBIA the most memorable and formative in our students' lives.

EBIA has strong focus on community—both in and outside the Charter School. We are a full-inclusion model and we 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. Parents regularly report that EBIA has either kept them in the Oakland public school system or brought them back into the public school system by offering a unique, dynamic, and challenging public school option for Oakland families.

GOALS AND CORE BELIEFS

EBIA is rethinking 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 over 50 years. While schools have not changed, our world has, leaving many of our schools, even the "best" ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

GOALS

1. Develop leaders who work together and take ownership of their own learning experiences.
2. Offer families a 21st century program that provides a new and innovative educational experience for students.
3. Increase the number of students who excel in math, technology, and innovation so they can become leaders in a new, quickly changing economy.
4. Hire talented educators who are excited to use their skill and creativity to innovate upon traditional learning models.

CORE BELIEFS

WE BELIEVE IN POSSIBILITY AND PERSEVERANCE
All students will achieve at the highest levels and be prepared for success in college and career. We value courage, action, and hard work.

WE BELIEVE IN CREATIVITY AND CURIOSITY
Students will work together with critical and creative minds. We value exploration, perspective, and determination.

WE BELIEVE IN COMMUNITY
Students, parents, teachers, school leaders, and board members will take responsibility for all students' success. We value relationships, kindness, integrity, and respect.

WE BELIEVE IN THE GREATER GOOD
EBIA will teach students about social justice and civic responsibility. We value giving back to the community and improving our school, our community, and our world.

WE BELIEVE IN DIVERSITY
Students will prepare for society and the workforce by working with and appreciating those who are different from themselves.

ACADEMIC PROGRAM

EBIA is 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 are 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 is differentiated and personalized to meet students' individual needs and interests. Our model is based upon the following core elements:

STEAM-BASED

Our school includes features that prepare students to work in Science, Technology, Engineering, Art and Math fields, such as computer science classes, visual art and design classes, rigorous math and science requirements and "maker time."

DIVERSE BY DESIGN: INTEGRATED CLASSROOMS & A HETEROGENEOUS STUDENT BODY

Our school reflects our Oakland community and the larger society that our students will someday join. We maintain a common intellectual mission and a full-inclusion model where students of all demographic and educational groups are provided the same college preparatory curriculum, where students work with those that are different from themselves, and where all students are expected upon graduation to enroll in and complete college.

RIGOROUS ACADEMIC COURSE LOAD

Our high school graduation requirements exceed UC A-G requirements in order to best prepare students for college, career, and a 21st century economy.

PROJECT-BASED LEARNING

Students engage in long-term, "real-world", collaborative, interdisciplinary, learning experiences that culminate in authentic products. Each year, students participate in a long-term Capstone project which is presented and defended.

DATA DRIVEN INSTRUCTION

EBIA is 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.

BLENDED LEARNING

In order to offer a more personalized and differentiated approach, especially to a diverse group of learners, we incorporate blended learning for literacy and math.

INTERSESSION AND SERVICE LEARNING

Students at EBIA participate in one-week in-depth intersession programming three times during the school year. These consist of internships, elective courses and 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.

INTEGRATED SUPPORT STRUCTURES

EBIA believes that all students learn differently. In order to provide support and a personalized experience, we provide a wide array of supports such as advisory, a full inclusion model, office hours, and credit recovery.

A FOCUS ON SOCIAL-EMOTIONAL LEARNING

In order to be best prepared to be citizens of a 21st century interconnected world, students 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. Students also need to be skilled in restorative practices that help to repair and rebuild relationships and the community.

HIGH QUALITY PROFESSIONAL DEVELOPMENT

EBIA faculty 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.

COMMITMENT

Our school supports Oakland Unified School District's 2014 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 provides free, equitable, and open access to a research and practice-based academic program and holds itself accountable to ensuring all students reach equally ambitious expectations for achievement. EBIA eliminates the predictive power of demographics in dictating the educational and life prospects of the children we educate.

See Appendix 0.40 for full text of OUSD's Quality School Development Policy.

ROCHELLE (SHELLEY) BENNING

BOARD PRESIDENT & CO-FOUNDER

Rochelle (Shelley) Benning – Shelley is a co-founder and the board chair of East Bay Innovation Academy. A business leader with 20+ years of experience in Audit, Risk, Compliance, and Finance, Shelley currently serves as the Chief of Staff and Executive Director – Office of the Chief Technology Risk Officer 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 – New Schools 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 sons.

KEN BERRICK

Ken is the founder and Chief Executive Officer (CEO) of Seneca Family of Agencies, a nonprofit agency dedicated to providing Unconditional Care to children and families through comprehensive mental health, education, juvenile justice, placement and permanency services. He's a Governor's Appointee on the California Child Welfare Council, a two-time former President of the California Alliance of Child and Family Services and serves on the Board of the California Council for Community Mental Health Agencies. He currently serves on the Alameda County Board of Education, as the Trustee for Area 3. He is a Past-President of the Alameda County Board of Education and Past-President of the California County Boards of Education. He is co-author of the book, Unconditional Care: Relationship-Based, Behavioral Intervention with Vulnerable Children and Families, and serves on numerous policy planning groups at both county and state levels. Ken has been a resident of Alameda County since 1983. He lives in Oakland with his wife and their two children.

GARY BORDEN

Gary is responsible for CCSA's regional and local policy and advocacy work across the state of California. He is also responsible for overseeing grassroots and parent organizing work through the CCSA Families brand, and he oversees the discreet policy areas of facilities and special education.

Prior to joining CCSA, Gary began doing public education work, and charter school work more specifically, in 2004 with the Charter Schools Development Center (CSDC), where he provided legal guidance and policy advice to schools and prospective school developers in the form of workshops, written guidance, and individualized consulting services. Gary also worked at the state level on policy and regulatory matters while at CSDC. In this capacity, he helped found

CharterVoice, an entity dedicated to political activity on behalf of California's charter public schools.

In 2006, Gary received an appointment by Governor Arnold Schwarzenegger to serve as Deputy Executive Director of the California State Board of Education, where he was responsible for overseeing the Board's staff on all matters of policy under the Board's purview. This work included administration of the state's curriculum and instructional system as well as the assessment and accountability system, among others. Gary served as acting Executive Director for the SBE prior to returning to the private sector in 2008.

Gary has undergraduate degrees in Economics and International Business from the Pennsylvania State University, and a law degree from Georgetown University. Based on the belief that it is important to give of one's volunteer time in addition to working time in the furtherance of public education, Gary current sits on the board of directors of two public charter school organizations.

ANNIE CAMPBELL WASHINGTON

Annie is the Vice Mayor of Oakland, City Councilmember for District 4 and a proud Oaklander. As Councilmember, Annie chairs the Community & Economic Development Committee, in addition to serving as a member of the Finance & Management Committee and the Life Enrichment Committee. Before being elected to City Council, Annie was the District 4 School Board Member for the Oakland Unified School District.

Annie is a long-time public servant in the City of Oakland. During her 12-year career in Oakland, she held a variety of leadership roles, including Chief of Staff to Mayor Jerry Brown, Chief of Staff to Mayor Jean Quan, Assistant to three City Administrators, Chief of Staff to the Fire Chief and Budget and Policy Analyst. She served as the Director of Operations & Special Projects at the Stuart Foundation in San Francisco and as Executive Director of the I Have A Dream Foundation in Pittsburgh, Pennsylvania.

Annie holds a Master of Public Policy degree from the Goldman School of Public Policy at the University of California, Berkeley and a Bachelor of Science degree in Industrial Management/Graphic Communications Management from Carnegie Mellon University in Pittsburgh, Pennsylvania.

She lives in Oakland with her husband Glynn Washington, the creator and host of NPR's Snap Judgment, and their two children, Bahia and Quincy. Annie currently serves on the Board of Directors of Safe Passages and the Alameda County Transportation Commission. She previously served on the Board of Directors of the East Bay Agency for Children, Children's Fairyland and Girls, Inc. Annie is an active parent at Oakland School for the Arts and EBIA, where her two children attend school.

KELLY GARCIA
BOARD SECRETARY

Kelly is the Senior Director of Summit Learning and former Founder of Summit Public Schools: K2, which is a 7th-12th grade program serving a diverse community from within the West Contra Costa Unified School District. Under her leadership, the school opened its doors to its first class of students in August 2014 and fully implemented Summit's Next Generation Learning model. In addition to executing the academic program, Kelly has been successful in building a school community that embraces and inspires all relevant stakeholders. As the longest standing member of the Summit Public Schools Leadership team, she has also been instrumental in bringing restorative justice practices to the organization as well as mentoring new school leaders.

Prior to opening Summit K2, Kelly was the Executive Director of Everest Public High School, the second school in the Summit Public Schools network. Under her leadership, EPHS met all of its growth targets, developed a positive school culture, and graduated its first class of seniors. She developed the school leadership skills necessary to run a high performing charter school while serving in many different roles at the original Summit Public School, Summit Prep. While at Summit Prep, Kelly was the founding history teacher, Director of Admissions, Dean of Students, and Assistant Director.

Kelly received her B.A in History and a certificate in the Children and Society Curriculum from Stanford University. She also holds an Ed.M. in Teaching and Curriculum from Harvard University's Graduate School of Education.

LAURIE JACOBSON JONES

BOARD VICE CHAIR AND TREASURER & CO-FOUNDER

Laurie is a co-founder and board vice chair and treasurer of the East Bay Innovation Academy. A technology leader with 20+ years of experience, Laurie founded and is the CEO of Customer Zen, a consultancy practice supporting technology companies to build and scale customer delivery operations. 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, Little Sisters Fund and Camp Reel Stories. Laurie lives in Oakland with her husband and two daughters.

SAAMRA MEKURIA-GRILLO

Saamra Mekuria-Grillo is the chief operating officer (COO) at the Pahara Institute. Prior to joining the Pahara Institute, Saamra was an associate partner at Bellwether Education Partners. Before Bellwether, Saamra was a consultant at Bain & Company, where she worked on organizational design, strategy, and due diligence projects for clients in education, private equity, healthcare, and pharmaceuticals. Saamra also spent several years at Google, during which she focused on training and management of Google's customer service sales and operations team. While at Google, Saamra spent over a year in India, as one of the founding team members of Google's Hyderabad office.

Saamra has a deep passion for education reform, which she has tapped through several projects with KIPP Bay Area Schools, and as a founding board member of the Mission Preparatory School, a charter school serving low-income students in San Francisco's Mission and Excelsior districts. Saamra holds an MBA with a certificate in Public Management from the Stanford Graduate School of Business, and a bachelor's degree from Yale University, where she double majored in History and International Studies. She is also a proud graduate of the Boston Latin School, the first public school in the United States. Saamra lives in Oakland, CA with her husband.

KIM SMITH

Kim is a co-founder and non-voting board member emeritus 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-New Schools 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 New Schools 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, New Schools 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.

DEVIN KRUGMAN

HEAD OF SCHOOL

Having been with EBIA since its opening, Devin came to EBIA following nine years working for the New York City Department of Education, most recently serving as Director of Performance-Based Assessment Design where she led initiatives focused on project-based learning and designed and implemented a professional development program for 60 teachers across New York City. Prior to taking on this administrative role, Devin taught social studies for seven years at ACORN Community High School where she was selected as the model instructional classroom teacher for a network of 15 schools. Devin has a Bachelor of Arts from University of Maryland, a Master of Science in Education from Long Island University, and a Master of Educational Leadership and Administration from Columbia University, and holds the following teaching and administrative credentials – Administrative Services Credential (California), School Building Leader License (New York), Classroom Teacher, Students with Disabilities – Grades 7 to 12 (New York), and Classroom Teacher, Social Students – Grades 7 to 12 (New York). Devin lives with her spouse and child in East Oakland.

MICHELLE CHO

CHIEF FINANCIAL AND OPERATIONS OFFICER (COO/CFO)

Michelle comes most recently from EdTec, a back-office provider to charter schools, where she managed budgets for a number of charter schools in Oakland and the greater Northern California. Before EdTec, Michelle analyzed competition in a range of industries including healthcare, communications, finance, and media as an economist in litigation consulting, and worked as a policy analyst at RAND, collaborating with education experts from a number of countries to consult for the government of Qatar on their K-12 education system. Michelle holds a Bachelor of Science in Finance from Wharton School of Business, University of Pennsylvania, and a Master's degree in Education Policy from Harvard University.

KIM FRANKEL

DIRECTOR OF INNOVATIVE INSTRUCTION: EBIA LOWER SCHOOL

Kim has been an educator for over 17 years in both traditional public and progressive charter schools in Florida, New York, New Jersey and California. Most recently, Kim taught 6th grade history and served as an instructional coach at EBIA. Before coming to EBIA, Kim worked in the Uncommon Schools Charter Network, where she served as a history teacher and instructional leader. She led initiatives to bridge the gap between rigorous college preparatory academics and experiential hands-on learning, launching programs to develop portfolio-based assessments, build a bike-powered urban farm, and create an expeditions program that took students as far as West Africa for learning opportunities. Prior to these roles, Kim taught social studies at Pablo Neruda Academy for Architecture and World Studies in the Bronx, where she was selected to write project-based curriculum, pilot outcomes-based assessments and lead the social studies

department. Kim has a BA in Political Science, a BS in Journalism and an M.Ed. in Secondary Social Studies Education from the University of Florida.

ZACH POWERS
DIRECTOR OF INNOVATIVE INSTRUCTION: EBIA UPPER SCHOOL

Zach has spent his career pushing the boundaries of traditional education. He taught project-based science for eight years and founded Team Blend, an international service-learning organization for young engineers. He came to EBIA from the New Tech Network, where he was a School Development Coach for over a dozen different project-based schools in California, Texas, and Oklahoma. He feels strongly that schools should empower kids to take control of their own learning and give them the skills to thrive in a rapidly changing world. He earned a BA in physics at UCSD and a Masters in Science Education from UC Berkeley. He has taught English in Bulgaria, built trails in Colorado, and taken students to Nicaragua to design and build bike-powered machines. Zach lives in East Oakland with his spouse and child.

MICK TERRIZZI
DIRECTOR OF EQUITY AND SOCIAL AND EMOTIONAL LEARNING: EBIA UPPER SCHOOL

Mick was a founding EBIA teacher who brings more than a decade of classroom experience to the team. After teaching in Kansas City, Missouri with Teach For America and returning to teach in San Francisco's Mission district for several years, he founded Rhythm Section Drumlines, a nonprofit that supports percussion music programming in Bay Area middle and high schools. Mick is a graduate of San Diego State University and earned his Masters in Educational Leadership from University of San Francisco. Honored as an Oakland Unified Charter School Teacher of the Year in 2015, Mick holds the strong belief that effective learning is rooted in the relationships built among teachers, students, and the surrounding community. The San Francisco native enjoys food, live music, and outdoor sports with his friends and family.

ALIX COUPET
DIRECTOR OF COLLEGE READINESS

Alix joins EBIA with over 10 years of experience working in college admissions and counseling. Prior to joining EBIA, he was academic director at REALM Charter High School, and a college admission officer at Stanford University and University of Chicago. He holds a BA from Pomona College in philosophy and a master's in ethics and religion from Harvard University. Though he has attended some of the nation's top institutions, he has never paid a cent for college. A self-identified college nerd, Alix loves to share secrets learned in highly selective college admission offices with families. Alix encourages students to use a more quantitative approach to building a college list, considering data from financial aid and college admission offices to make choices.

LANSINE TOURE
DIRECTOR OF STUDENT SUPPORT SERVICES

Lansine comes to EBIA from Breakthrough Oakland, where he served as the College Bound Coordinator and Assistant Director. Breakthrough Oakland supports under-resourced, highly motivated middle-school students on the path to college.   Previously, he taught at Saint Peter Claver Catholic School in Saint Paul, Minnesota, and worked as a coach, mentor and teacher for at-risk youth at several organizations in the Minneapolis-St. Paul area. Lansine has a B.A. in History and African American Studies from Marquette University, an M.A. in Special Education and Teaching from Saint Mary's University of Minnesota and a MA in School Counseling and Professional Clinical Counseling from the University of San Francisco.

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

EBIA also understands that OUSD will renew a charter based on (4) or (5) above, and further consider whether the school is educationally sound, effective and viable, faithful to its charter, and presenting a plan for future that is reasonably comprehensive.[1]

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[1] 2018-19 OUSD Charter Renewal Handbook, pp. 4, 12-13. Available at:
<https://www.ousdcharters.net/uploads/4/1/6/1/41611/charter_renewal_handbook_2018-19.pdf.>

JUSTIFICATION FOR RENEWAL

EBIA opened its doors in August of 2014 with a founding faculty and about 210 6th and 7th grade students. Over the last four years, we have grown from an idea hatched by a few Oakland families, to one of the most sought out schools in Oakland, with a strong, vibrant and supportive community. As one of the school leaders stated, "parents know we are doing something different here… they know we are trying to rethink school and that their child will have a different experience." Students are engaged and excited to learn. The engagement has translated to measurable pupil outcomes that exceed the average local and state outcomes.

As planned in the charter, EBIA has implemented a STEAM (Science, Technology, Engineering, Arts, and Math) model that focuses on blended learning, social-emotional learning, and project-based learning. We built an intersession program, and our innovators have participated in twelve different intersessions (three per year), focusing around community service, engineering and outdoor education. Our founding students have exhibited four different Capstone projects – seminal, summative multi-disciplinary project designed to tap a year's worth of content and skills -- each presenting a solution to a problem in their community, and each containing a technology component. These exhibitions of capstones were evaluated by outside partners and some partners have even supported our students in developing their ideas!

We are still the only 6-12 school in Oakland with a STEAM focus and a heterogeneous student body, poised to prepare a diverse, talented workforce for the 21st century. Our student body comes from every zip code in Oakland and matches the demographics of the city as a whole, with 29% Latinx, 29% White, 20% African American, 14% Mixed Race, 6% Asian and 1% Other.[2] Over the first term, EBIA saw an increased number of students from special populations, including low income students, English Learners (ELs) and Students with Disabilities. Our special populations have shown impressive academic growth year after year through our highly supportive inclusion-based model.

In 2016-17, EBIA launched its high school (Upper School) and in early 2018, became the only Oakland high school to offer the College Board's AP Capstone Diploma program. EBIA's Upper School team has built on the successes of grades 6-8 by integrating the STEAM model into a rigorous, college prep curriculum that is student-centered and high on expectations. The second term will see our first classes finish the program, which will afford an opportunity for the school to reflect on the outcomes and continue innovating to better serve our students.

In the next section, EBIA's key outcomes and processes are highlighted according to the OUSD renewal standards. In the subsequent section, we provide in-depth discussions organized by key school operation areas, with plans for continuous improvement through the next charter term.

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[2] 2018-19 enrollment data.

STANDARD 1: IS THE SCHOOL ACADEMICALLY SOUND?

EBIA has implemented and continues to innovate its personalized, differentiated, and inclusive academic program with a heterogeneous group of students. EBIA has a vibrant, interesting, fun, and academically rigorous program, and has stayed true in delivering a high level of rigor. Implementation of high-quality instruction and regular analysis of performance and growth data has resulted in a strong schoolwide focus on improving student achievement, and student performance that outpaces both the district and state averages.

EDUCATIONAL PROGRAMS AND PROCESSES THAT SUPPORT STUDENT ACHIEVEMENT

STEAM: EBIA has successfully implemented a STEAM based program, where students create real-world, multi-disciplinary projects, such as launching rockets, cooking with ratios and proportions, building scaled city models, programming robots and researching genetic disorders. Project-based Learning is further reinforced with Intersession and STEAM-based electives (such as computer science and visual arts).

EBIA has evolved our **Project-Based Learning** program to include Capstone projects as well as project-based learning units in each subject area. Students participate in authentic, meaningful and well-scaffolded projects, and present their work in front of an external audience. Through these projects, students gain a sense that they can have a real impact on their community by working to bring their creative ideas to life. For example, students have changed policies at the school, redesigned Oakland community spaces such as parks and participated in a Shark Tank where they have pitched solutions to issues ranging from police brutality to pollution.

EBIA has evolved our **Blended Learning Program** to use specific, targeted adaptive programs such as Khan Academy and Achieve3000. Blended learning allows students to make incremental progress from their point of entry into EBIA, at their own pace. Students have specific periods during the day to receive small group instruction in addition to targeted online instruction.

EBIA involves staff, students, parents and other stakeholders (including the school's authorizer) in its **accountability** for student learning and provides regular, public reports on the school's progress toward achieving its goals. EBIA offers parents real-time access to individual student(s)' academic progress and outcomes through a set of learning management systems.

EBIA has remained committed to a **heterogeneous, full inclusion, Diverse by Design** model with no academic tracking. 100% of Upper School students are enrolled in UC A-G courses, and AP courses are open to all, with a graduation requirement that students take at least one AP course. In the 2018-2019 schoolyear, 64% of Upper School students are enrolled in at least one AP course. In order to ensure inclusion in this high level of rigor, EBIA covers the College Board test costs for FRL and high needs students.

EBIA is the only school in Oakland to offer students the **College Board's AP Capstone Diploma** program. This program, as described in Element 1, provides students with a unique college

readiness experience through the support of student-driven research and presentation that is increasingly on par with the International Baccalaureate Diploma program.

The implementation of our **college readiness program** ensures that all students graduate prepared for college and beyond. This is done through intensive family counseling wherein students and families meet with our Director of College Readiness at least once per trimester and advisories college readiness lessons during advisory groups in the morning with students on topics such as the application process, choosing a right fit for school, and financial aid. Further, 100% of students take the PSAT 8/9, PSAT 10, PSAT, SAT and ACT at EBIA. Lastly, over two dozen college representatives have already been scheduled to visit EBIA during the 2018-2019 schoolyear, and college campus visits are planned.

EBIA has participated in **Measure N** for Linked Learning and continues to add internships and other career ready programs to our high school and middle school programs.

EBIA has participated in **Measure G1** and has used that support to create a Lower school restorative justice program, development of our social emotional learning curriculum and an overall increase to positive school culture and climate.

Supporting Students with Special Needs: EBIA has a reputation for a full-inclusion model, and for using innovative ways (including technology) to support students with special needs. This model insures that services (specialized academic instruction, speech and language, etc.) are pushed in to the general education classroom through a collaborative instructional model.

We have built a **positive, consistent, inclusive, supportive school culture** with zero expulsions in our 4-year history.

RESULTS THAT DEMONSTRATE STRONG STUDENT ACHIEVEMENT

Our students consistently **outperform both the district and the state** overall and, in every subgroup,[3] except English Learners (ELs) on the CAASPP SBAC.

Figure 1. SBAC ELA Proficiency: Standards Met or Exceeded, Grades 6-8

Sources: Preliminary CAASPP data from OUSD Dashboard <https://dashboards.ousd.org/views/SBAC/Comparison-SBAC?:embed=y&:showShareOptions=true&:display_count=no&:render=false> and CAASPP website <https://caaspp.cde.ca.gov/>

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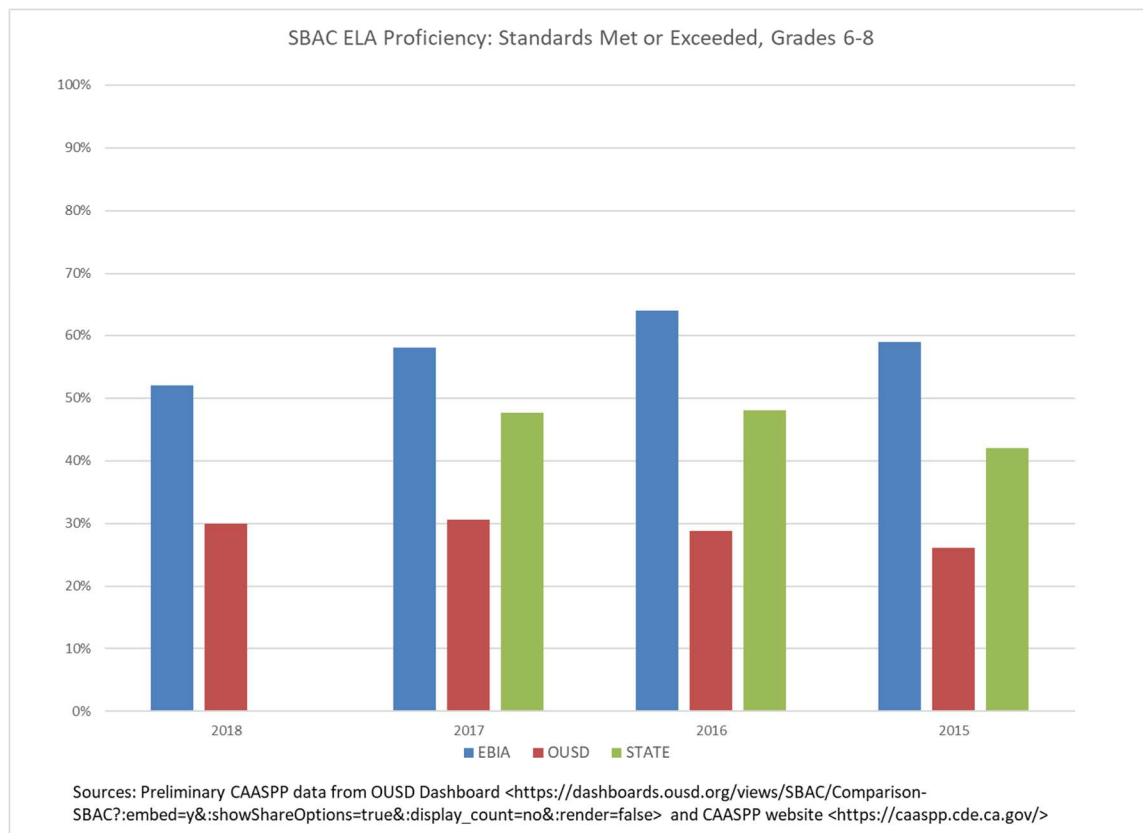
[3] Subgroup outcomes are summarized in the CAASP SBAC Score Comparison section. 2018 state data was not available at time of the petition submission.

Figure 2. SBAC Math Proficiency: Standards Met or Exceeded, Grades 6-8

SBAC MATH Proficiency: Standards Met or Exceeded, Grades 6-8

Sources: Preliminary CAASPP data from OUSD Dashboard <https://dashboards.ousd.org/views/SBAC/Comparison-SBAC?:embed=y&:showShareOptions=true&:display_count=no&:render=false> and CAASPP website <https://caaspp.cde.ca.gov/>
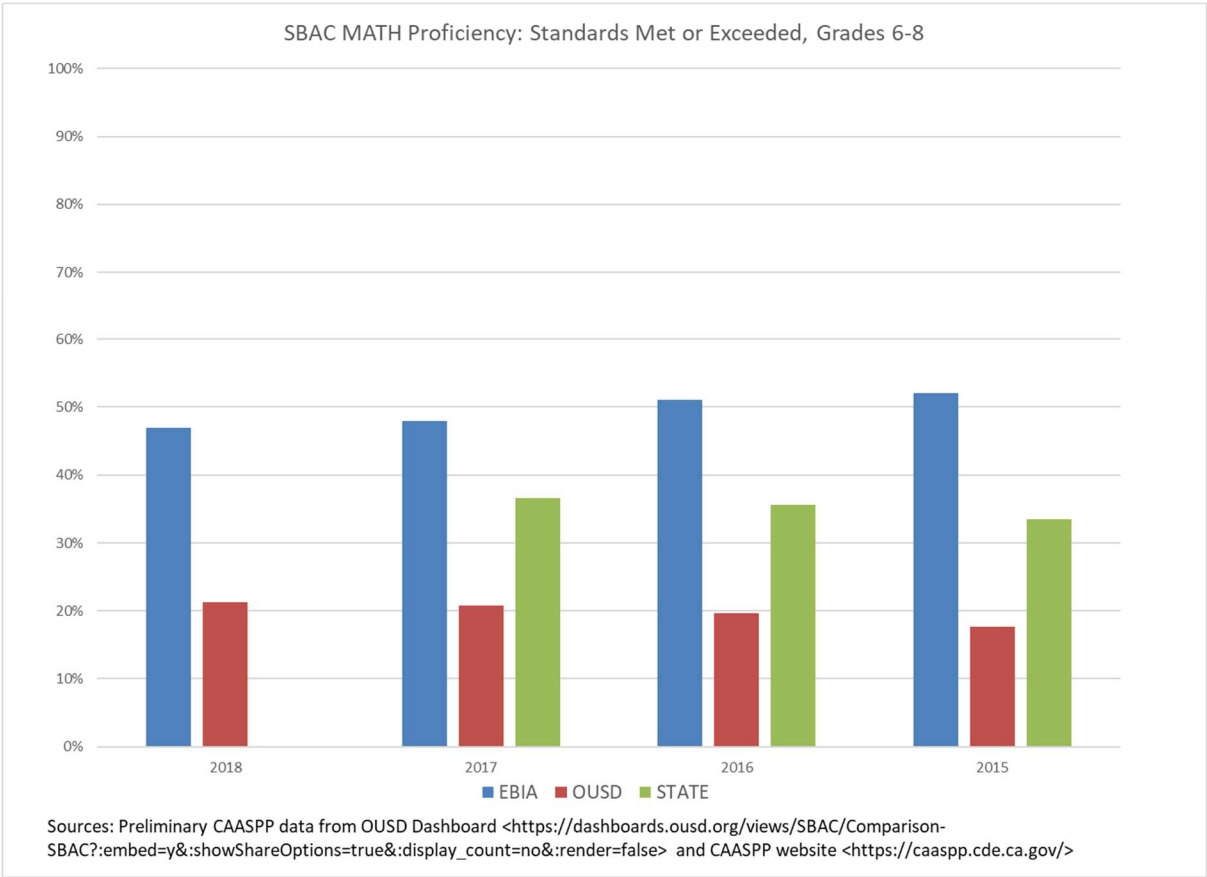
EBIA's pupil outcomes on average are on par with or outpacing pupil outcomes of students attending nearby comparison schools with similar demographics. Below are charts that show EBIA's proficiency rates for ELA and Math, next to OUSD schools that our students are likely to attend if not EBIA: Bret Harte, Montera, and Claremont.

Figure 3. SBAC ELA Proficiency Rates by School

SBAC ELA proficiency rates by school

Sources: Preliminary CAASPP data from OUSD Dashboard <https://dashboards.ousd.org/views/SBAC/Comparison-SBAC?:embed=y&:showShareOptions=true&:display_count=no&:render=false> and CAASPP website <https://caaspp.cde.ca.gov/>
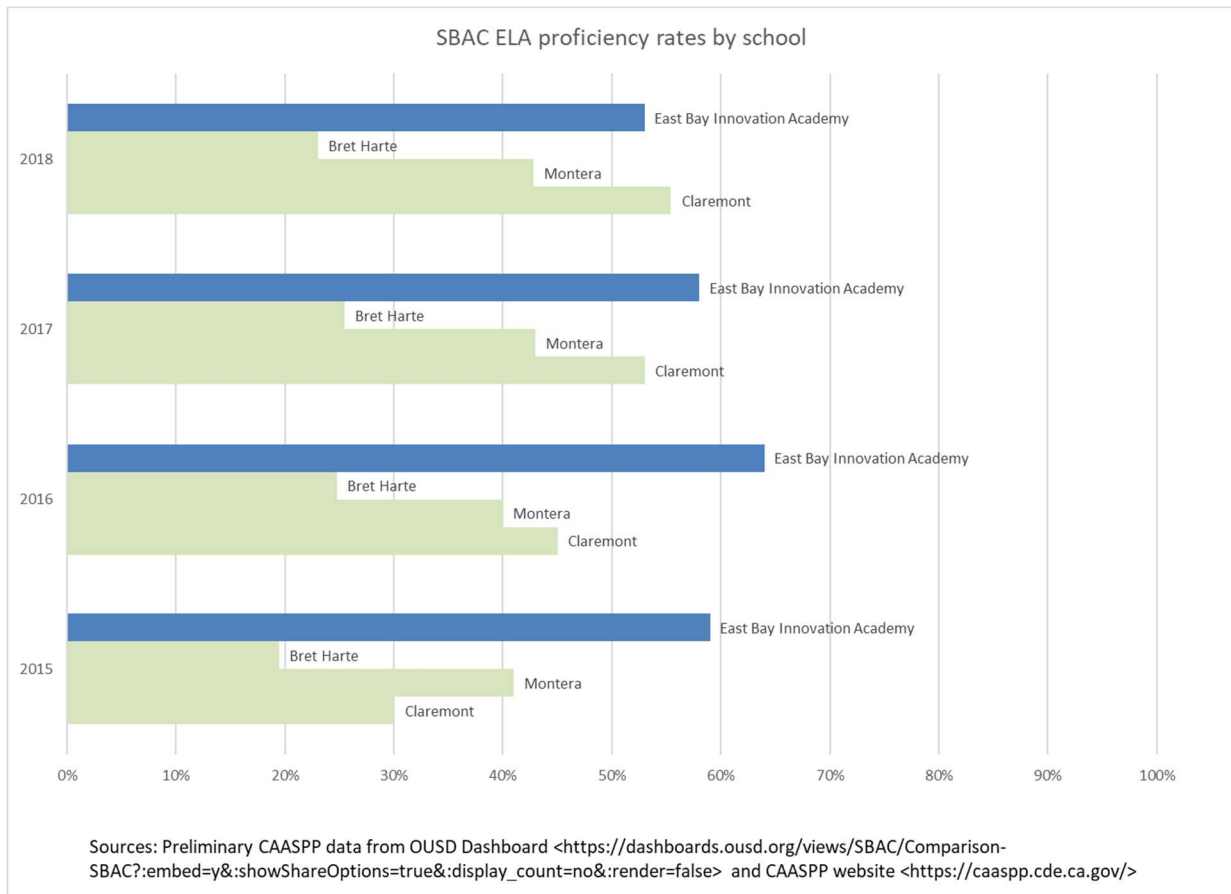
Figure 4. SBAC Math Proficiency Rates by School

SBAC Math proficiency rates by school

Sources: Preliminary CAASPP data from OUSD Dashboard <https://dashboards.ousd.org/views/SBAC/Comparison-SBAC?:embed=y&:showShareOptions=true&:display_count=no&:render=false> and CAASPP website <https://caaspp.cde.ca.gov/>
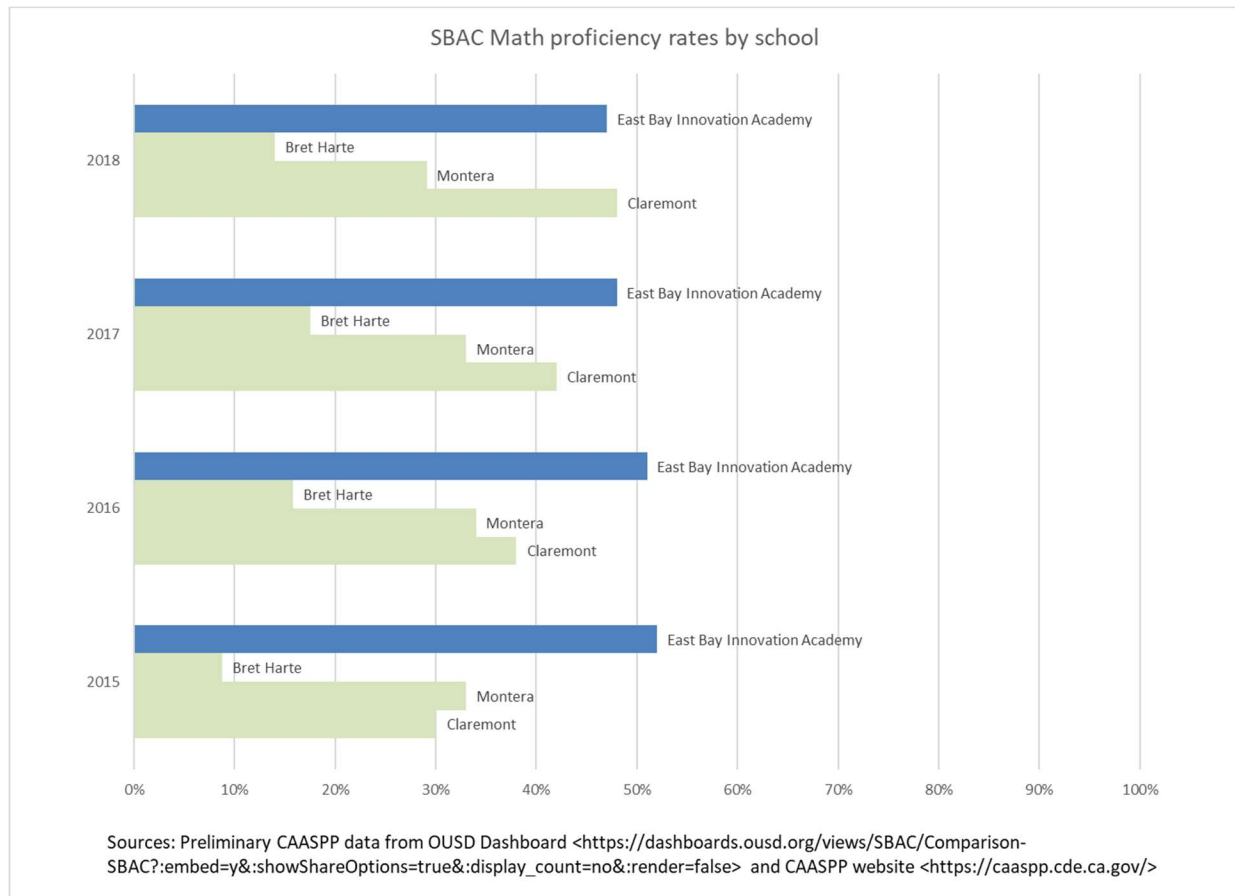
As can be seen by the charts below, EBIA's ELA and Math proficiency for certain subgroups (Free/Reduced Lunch (FRL), students with disabilities ("IEP"), and African-American) outpace the proficiency rates at these other schools.

Figure 5. ELA Proficiency by Sub-groups

ELA proficiency for subgroups, 2018

Sources: Preliminary CAASPP data from OUSD Dashboard <https://dashboards.ousd.org/views/SBAC/Comparison-SBAC?:embed=y&:showShareOptions=true&:display_count=no&:render=false> and CAASPP website <https://caaspp.cde.ca.gov/>
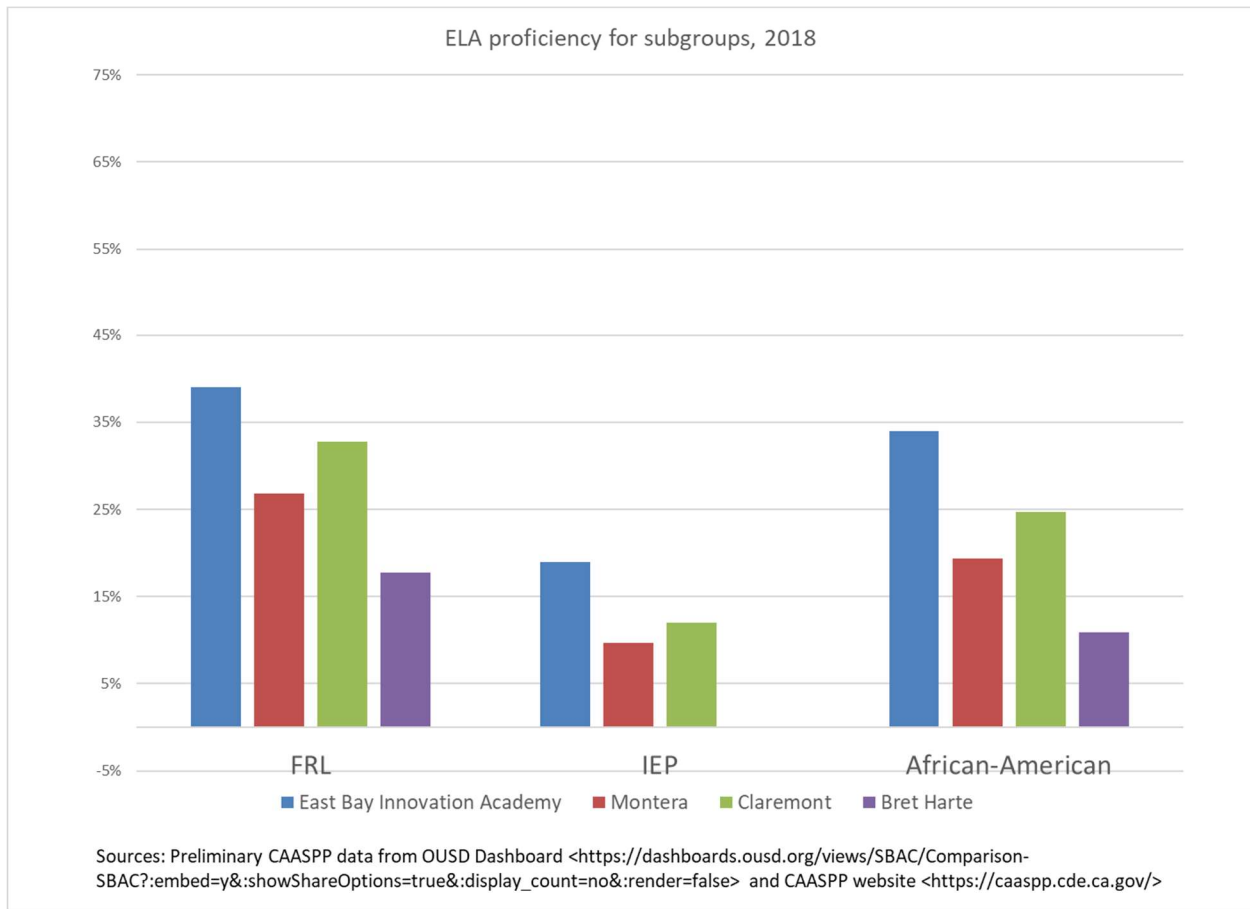
Figure 6. Math Proficiency by Sub-groups

Math proficiency for subgroups, 2018

Sources: Preliminary CAASPP data from OUSD Dashboard <https://dashboards.ousd.org/views/SBAC/Comparison-SBAC?:embed=y&:showShareOptions=true&:display_count=no&:render=false> and CAASPP website <https://caaspp.cde.ca.gov/>
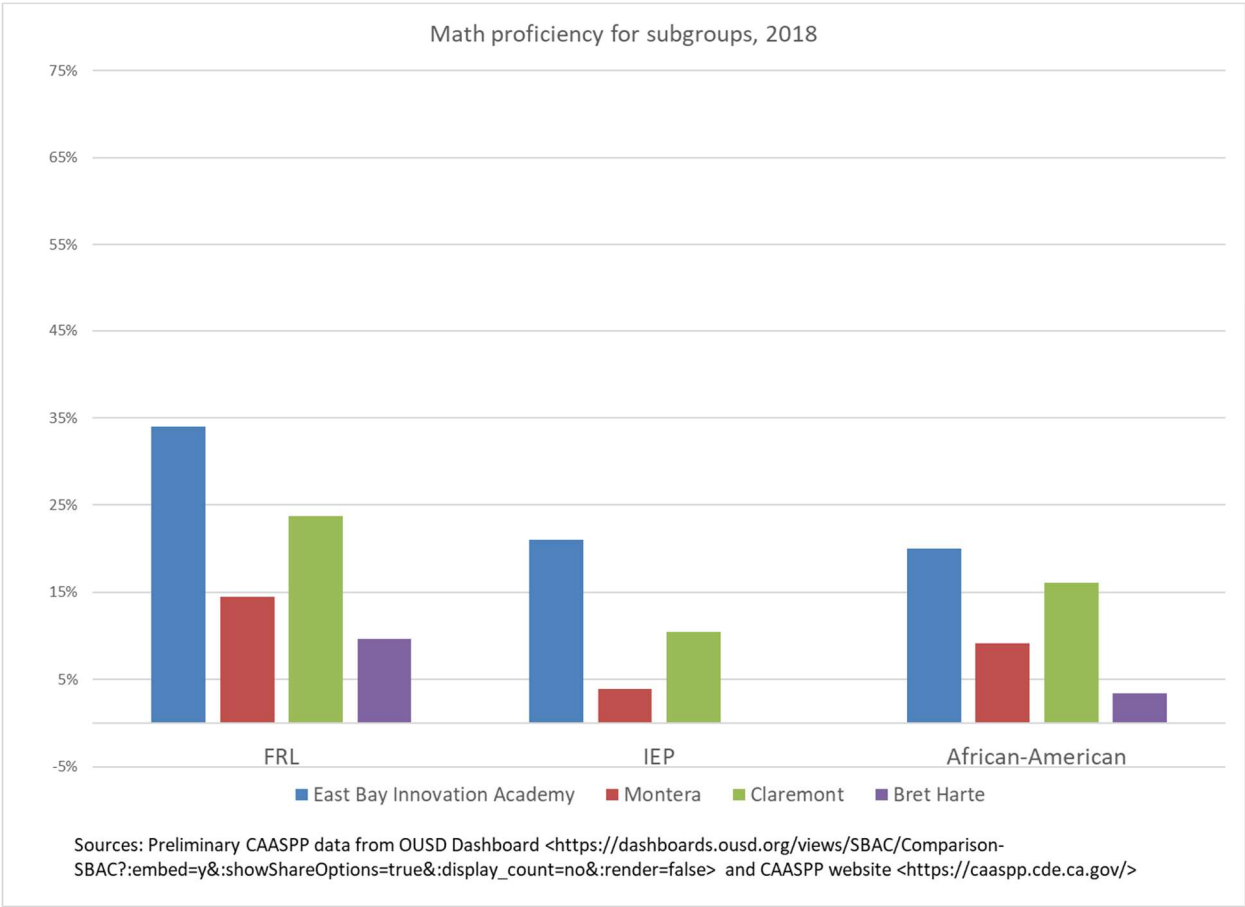
Over 70% of all EBIA students either demonstrated proficiency or more than one academic year of growth in math and literacy across all grades during the 2017-2018 schoolyear.

EBIA has created a safe, healthy and nurturing learning environment that promotes academic risk-taking, as demonstrated by the strength of our SCAI survey results.

STANDARD 2: IS THE SCHOOL EFFECTIVE AND VIABLE?

EBIA firmly believes the school's effectiveness and viability rest with our people, relationships and resources. The relationships between the board, school team and families are productive and highly collaborative. Through relationships, limited resources were leveraged to bring the vision of EBIA to life during the first term, and the strength of those and future relationships will bring the current plan to fruition.

GOVERNANCE

The EBIA board is focused on supporting EBIA as it meets its 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." Toward that end, the board's goals are as follows:

(1) Ensure that the EBIA program has the financial, operational, and human, resources it needs;
(2) Provide guidance (working with the team to establish strategy and set policies), support, and professional development to the administrative team; and
(3) Make decisions that ensure that every child is able to engage in a meaningful way in the EBIA program so they gain the knowledge, experiences and self-awareness needed to successful in college and to be productive members of the community.

   In support of these primary goals the EBIA board works on an ongoing basis to fortify the organization through compliance, conservative financial practices, and robust operational processes, so that every member of the EBIA community is able to reach their full potential as a student, or as a teaching/admin/operations professional.

In addition to regular board meetings, the board members meet on an ad-hoc basis with the admin team in their specific areas of expertise (facilities, fundraising, etc.). Relationships are open, direct and friendly. Five of the seven current board members are also parents of EBIA students, so board interaction with the EBIA community is on-going through attendance at school events, fundraisers, etc.

EBIA's board does not have specific formal committees - each team member provides expertise in areas such as school management, development, special education, etc. but decisions are made by together by the collective board.

EBIA's current board members, administrative team, and community members are able to propose potential board members at any time. When new members are proposed the member's professional background and role in the Oakland/EBIA community is evaluated for fit with the current expertise needs of the EBIA board by the Board Chairman and EBIA Executive Director. If a fit is identified with a needed skill - the board votes on the addition of the board member in the next scheduled public board meeting. (We meet monthly, and typically not in the months of December and July.) For example, we continue to look for a board member that would be able to provide experience building and financing a school building -- as we continue to press forward on our facility project.

Since EBIA's inception we have used the Board on Track board management system to gather our governance documentation into one publicly accessible tool. We use Board on Track to schedule board meetings, publish agendas and board packets, etc. This tool is accessible via our website and our archive of meeting minutes, board packets and other key public documents like our monthly check registers, facilities contracts, collective bargaining agreement, etc. are accessible to the public through this tool.

LEADERSHIP AND TALENT DEVELOPMENT

The heart of EBIA lies with the leadership and teaching/support staff. EBIA has been fortunate to have the same leader, Devin Krugman, as Head of School throughout its initial charter term. Devin treats all individuals with fairness, dignity and respect as demonstrated by the annual evaluation and 360 review of our School Leadership Team. Of note, our Head of School received the highest staff feedback ratings in the category of Emotional Intelligence (self-awareness, self-management, social awareness, and relationship management) and Character (integrity, credibility, and values difference).[4] Under her consistent leadership, the EBIA model has taken root and is set to flourish through the second term.

While the school saw some normal, yet below average, turnover through the first charter term, the core teaching staff has formed and are poised to take our project-based learning, STEAM curriculum to the next level in the second term. The teachers have also exercised greater advocacy, collaboration and leadership through the finalization and implementation of the Collective Bargaining Agreement.

EBIA views professional development as key to deepening and broadening its leadership base to achieve higher student outcomes. For teachers, the strongest feature of our professional development plan lies within the intentionality of our scope and sequence for the school year. Teachers consistently rate PD as effective, informative and in support of their ability to implement our instructional model. Prior to the start of the school year, there are two weeks of professional development for staff. The first week is for new teachers an includes an overview of our instructional and social-emotional learning school model. This includes sessions such as an introduction to project-based learning, inclusion, and blended learning. The second week involves all staff and includes a deep analysis of school systems and policies with such sessions as a review of academic and behavior policy, using common rubrics, restorative justice and understanding operations systems.

During the school year, teachers have daily staff meetings that involve professional development in areas such as classroom management, data analysis and differentiating instruction. Further, at the end of the first and second trimesters, teachers have one full week of professional development each. During this time, teachers review academic and behavioral growth from the prior trimester and work to revise plans to better meet student need. In addition to these areas of professional development, we cover topics such as diversity, equity and inclusion, and workshopping instructional plans as a team. EBIA has also partnered with organizations such as the National Equity Project and High Resolves to deliver professional development to teachers.

School leadership puts a high value on inclusion and power of collective voice. In the establishment of our LCAP, the school hosts a series of parent, teacher and community member feedback and input sessions wherein school policies and practices, along with goals and programs are reviewed and revised based on stakeholder input. EBIA also has a Parent Advisory Council (PAC) which includes parent leadership that participates in the establishment of school policy and engagement events, reports out at board meetings and supports in development and

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[4] See Appendix 1.45 for the Head of School Evaluation Rubric (360 Degree Evaluation).

strategic planning. Finally, EBIA leadership utilizes a series of surveys and engagement systems (EBIA Cafecito, SCAI, etc.) to solicit parent, teacher and community member feedback that guides board and school administration governance practices.

Finally, the Innovator Norms are adopted by staff, just as they are promoted with the students. Staff are recognized and celebrated every year. By practicing these norms, EBIA is intentionally building community among the staff, and the effectiveness of these efforts are reflected in increasingly high retention and increasing level of satisfaction.

FINANCE

EBIA ended every operating year with a modest surplus and has achieved a fund balance that exceeds the state requirement. This was achieved through fundraising efforts that supplemented per-pupil funding, which in total raised over $1.6 million during the first charter term.

EBIA has persevered through scaling up, addition of the next grade level group (grades 9-12) and co-location without additional start-up funds and responded real-time to budget and cash flow challenges to ensure fiscal solvency. EBIA has prioritized finance and brought expertise in-house to manage day-to-day and strategic work related to finance. This allows all stakeholders to make real-time decisions based on most up-to-date data and vision that is co-owned by school leadership team.

Through strong partnership with EdTec and Young, Manney & Corr, EBIA has built a cadence of compliance system to ensure that local, state and federal deadlines are not missed.

EBIA has adopted and continued to follow its fiscal policies, separation of duties, hiring policies, procurement policies, and compliance calendar. EBIA's board regularly monitors the financials and exercises its fiduciary duty in approving budgets and expenditures.

Enrollment directly impacts financial health, as most of school funding is provided via enrollment and attendance. EBIA has been fully enrolled in grades 6-8, and is progressing towards that in grades 9-11. Interest and support in the school remains extremely high, with approximately **2.25 applicants for every open seat in entry grade**. 94% of parents would recommend EBIA to other parents.

STANDARD 3: HAS SCHOOL BEEN FAITHFUL TO THE TERMS OF ITS CHARTER?

EBIA puts a high value on using data to ensure that it is meeting the terms and commitments of its charter. As a school, we are deeply rooted in data driven practice and the utilization of the design thinking process for continuous improvement. Throughout the schoolyear, and across all levels of our organization, we are continually returning to an analysis of the faithfulness of our practice to our charter. We believe that this drive for improvement and centering of our practice on our charter commitments has resulted in the implementation of our proposed educational

program with fidelity, strong measurable pupil outcomes, and high compliance with regulatory elements.

ADHERENCE TO THE PROPOSED EDUCATIONAL PROGRAM

As discussed in the above sections, EBIA has demonstrated deep adherence to the proposed educational program that our charter was first authorized to provide. Every aspect of our program is designed to support our instructional model. Examples of this include;

- Each year EBIA stablishes benchmarks and a variety of accountability tools to monitor student progress throughout the year. This is shown through our Schoolwide Priorities in Academics, Culture and Climate and Operations. Our school leadership team (SLT) regularly looks at measures of growth and performance from a variety of surveys and assessments. They use this data to inform instructional, cultural, and operational priorities that are shared with all staff and become a large focus of PD, coaching and school-wide policy and practices. These priorities center on specific targets and goals that will support various aspects of our school's educational program such as a stronger alignment of our intersession program to our project based learning model, consistently implementing a weekly advisory curriculum and calibrating our assessment of student work samples using our common rubrics.
- Our operational systems are designed to support our program. We have created defined and explicit time throughout the day for each aspect of our model. Our bell schedule is built to include daily advisory periods, 90-minute blocks and Individualized Learning Time (ILT) periods to ensure that students have explicit time in their day for social emotional learning, blended learning and project-based learning.
- All staff coaching and professional development is designed with the goal of improving the practice of our staff within the context of our educational program. Our teacher evaluation rubric includes performance evaluation categories in all aspects of our model (e.g. knowing and connecting with students, design thinking, supporting special populations, etc.) and teachers set annual Professional Educator Plan (PEP) goals to target and amplify their growth in all aspects of our program.
- Outreach and support to our families include opportunities for their education in and support of our educational program. Through our school events and newsletters, we train families on the use of our educational technology tools, hold film screenings on project-based learning in schools, discuss the importance of social emotional learning and share research on the success of inclusion-based models of instruction.

Some adjustments have been made along the way, including changes to instructional minutes (in order to align with Work Day/Year article of our Collective Bargaining Agreement) and graduation requirements (to accommodate the College Board's AP Capstone Program). Please see Figure 38 for the instructional minutes and Figure 30 for the graduation requirements. Other changes are documented in the Matrix of Changes to Petition for Renewal, below.

PURSUIT OF MEASUREABLE PUPIL OUTCOMES

As shown in the above and below sections, EBIA is relentless in pursuing and ensuring strong measurable pupil outcomes for all subpopulations of students. EBIA establishes both long and short-term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program. Tracking towards this goal is at the heart of all staff trainings and meetings. Throughout the schoolyear, staff are implementing and reflecting on the practices set at the start of the year, gathering formative assessment data from class assignments and blended learning platforms. This data informs any shifts to instructional strategies that may be needed. Then, during Intersession professional development, all instructional staff looks at proficiency and growth data and analyzes the connection between our current instructional priorities and practices and the growth being made by students. Where necessary, revisions are made to ensure that we are ensuring strong outcomes for all students.

Further, each trimester students prepare for and lead a conference with their advisor and parents, called a Personalized Learning Plan (PLP) conference. Part of this conference includes students and families looking at student grades and growth data, then reflecting on the student's experience at school and what may have influenced their grades and growth scores. The same process is used for presenting and reflecting on social emotional learning growth data. Lastly, student, parent and advisor collaborate to craft a SMART goal for the coming trimester. The student reflects regularly on the goal within the advisory class. This process ensures that all stakeholders are in alignment in the pursuit of strong outcomes for students.

This focus on data-driven instruction, integration of all stakeholders into the academic and social emotional goal setting process and continual analysis of progress towards goals has resulted in the strong measurable pupil outcomes highlighted in the above and below sections.

COMPLIANCE WITH REGULATORY ELEMENTS

As highlighted in the above and below sections, all aspects of EBIA's educational program, operations and governance follow regulatory elements.

STANDARD 4: SCHOOL PLAN FOR NEXT TERM REASONABLY COMPREHENSIVE?

EBIA's general course for next term is to continue the existing program and scale up the accomplishments of the first term, especially with respect to the Upper School and the graduation of our first class of 12th grade students in June 2020. Please see areas of growth and plans for improvement under each section below, as well as the discussions under the 15 elements.

Further, this submitted charter petition renewal is in strong compliance with regulatory elements as outlined by Oakland Unified School District.

   a) The petition contains reasonably comprehensive descriptions of the 15 required elements.

b) The petition includes OUSD District Required Language and language required by new laws and regulations, including affirmations and assurances, enacted since the previous charter authorization.
c) Major revisions to the previous charter are accounted for and assessed.
d) Proposed actions to remediate shortcomings in the school's performance are accounted for and assessed throughout.

CAASPP SBAC SCORE COMPARISON

Having opened in fall of 2014, at the end of its first charter term, EBIA has four years of student performance data that easily demonstrates that not only is the school academically sound, but that it is also an effective, viable organization that produces outcomes for students outpacing those of its comparison schools. As the data below shows, over the last four years, EBIA has consistently outperformed the district, and in almost all cases, outperformed the state as a whole.

Proficiency and Growth Successes:

As noted above, a higher percentage of EBIA students met or exceeded ELA and Math standards than OUSD or the state each year, as demonstrated via CAASPP SBAC performance. While the metric is ubiquitous and reassuring of EBIA model's efficacy, the results are further validated by the subgroup outcomes trending similarly. Put differently, our overall higher results are not reflective of disproportionately high gains in a subgroup masking lower results of another subgroup; each EBIA subgroup outpaced counterparts at OUSD and at the state level, suggesting that EBIA's inclusion model is working for all of our heterogeneous student body and not just a few. Most dramatically:

- For Females in ELA in 2018, EBIA has a 60% proficiency rate, while OUSD has a 36% proficiency rate. Further, for math, EBIA has a 48% proficiency rate, while OUSD has a 22% proficiency rate.
- For Black students in ELA in 2018, EBIA has a 34% proficiency rate while OUSD has a 17% proficiency rate. Further, in math, EBIA has a 20% proficiency rate, while OUSD has an 8% proficiency rate.
- For Latino students in ELA in 2018, EBIA has a 40% proficiency rate while OUSD has a 24% proficiency rate. Further, in math, EBIA has a 27% proficiency rate, while OUSD has a 14% proficiency rate.
- For FRL students in ELA in 2018, EBIA has a 39% proficiency rate while OUSD has a 23% proficiency rate. Further, in math, EBIA has a 34% proficiency rate while OUSD has a 15% proficiency rate.
- For Students with Disabilities in ELA in 2018, EBIA has a 19% proficiency rate while OUSD has a 4% proficiency rate. Further, in math, EBIA has a 21% proficiency rate while OUSD has a 2% proficiency rate.

Furthermore, student outcomes suggest that EBIA's model may be incrementally reducing the achievement gap through their time at EBIA. Our students have shown tremendous **growth** year over year, particularly our students of highest need. Evidence of this is shown as each year EBIA has enrolled a new class of 6th graders who enters the school at a lower proficiency rate than the

class before it. Throughout the enrollment of higher needs students, each cohort has demonstrated exemplary growth during their time at EBIA. Please see figures below for gains in proficiency rates by cohort.

Figure 7. 2018 Proficiency Rate by Cohort

Cohort	ELA	MATH
Class of 2022	61%	52%
Class of 2023	53%	48%
Class of 2024	44%	42%

Figure 8. Class of 2021 Proficiency Rate Net Change

Class of 2021	2015	2017	Net Change
Overall ELA	52%	66%	14%
Overall Math	53%	58%	5%
Black Students - ELA	26%	50%	24%
Black Students - Math	30%	47%	17%
Latino Students - ELA	44%	57%	13%
FRL - ELA	14%	50%	36%
FRL - Math	13%	32%	19%

Figure 9. Class of 2023 Proficiency Rate Net Change

Class of 2023	2017	2018	Net Change
Overall ELA	47%	53%	6%
Overall Math	34%	48%	14%
Black Students - ELA	22%	35%	13%
Latino Students - ELA	36%	41%	5%
Latino Students - Math	25%	35%	10%
FRL Students - Math	15%	33%	18%
FRL Students - ELA	30%	37%	7%

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4).[5]

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[5] OUSD data can be found at: <https://dashboards.ousd.org/views/SBAC/Comparison-SBAC?:embed=y&:showShareOptions=true&:display_count=no&:render=false>. EBIA and State average data can be found at: < https://caaspp.cde.ca.gov/sb2017/search>.

Figure 10. SBAC performance data for EBIA, OUSD, and the State

Subject	Population	2017-18			2016-17			2015-16			2014-15		
		EBIA	OUSD	STATE	EBIA	OUSD	STATE	EBIA	OUSD	STATE	EBIA	OUSD	STATE
ELA	All School	52%	30%		58%	31%	48%	64%	29%	48%	59%	26%	42%
Math	All School	47%	21%		48%	21%	37%	51%	20%	36%	52%	18%	34%
ELA	Males	47%	25%		51%	24%	42%	59%	23%	42%	55%	21%	38%
Math	Males	47%	20%		44%	19%	36%	50%	18%	35%	57%	16%	33%
ELA	Females	60%	36%		68%	37%	54%	70%	35%	58%	64%	32%	49%
Math	Females	48%	22%		54%	22%	37%	51%	21%	37%	47%	19%	34%
English Language Arts	Black or African-American	34%	17%		35%	17%	31%	42%	16%	30%	37%	15%	27%
English Language Arts	Asian	52%	47%		56%	48%	77%	Not statistically significant	49%	76%	Not statistically significant	48%	73%
English Language Arts	Hispanic or Latinx	40%	24%		41%	25%	37%	49%	23%	36%	44%	19%	31%
English Language Arts	White	73%	68%		81%	65%	64%	85%	66%	64%	73%	67%	60%
English Language Arts	Two or More Races	54%	61%		65%	63%	64%	62%	62%	63%	66%	58%	59%
Math	Black or African American	20%	8%		30%	8%	8%	35%	8%	18%	26%	7%	16%
Math	Asian	52%	43%		44%	43%	73%	Not statistically significant	43%	73%	Not statistically significant	38%	70%
Math	Hispanic or Latino	27%	14%		28%	14%	24%	29%	12%	23%	30%	11%	21%
Math	White	75%	56%		73%	55%	52%	75%	57%	52%	73%	57%	49%
Math	Two or More Races	54%	51%		52%	48%	52%	51%	51%	51%	57%	46%	48%
ELA	FRL	39%	23%		37%	24%	35%	39%	23%	35%	25%	20%	30%
Math	FRL	34%	15%		21%	15%	23%	26%	14%	22%	22%	13%	19%
ELA	ELL	0%	2%		6%	2%	8%	Not statistically significant	3%	9%	Not statistically significant	2%	6%
Math	ELL	6%	2%		0%	2%	7%	Not statistically significant	4%	6%	Not statistically significant	3%	6%
ELA	IEP	19%	4%		26%	4%	11%	25%	4%	11%	53%	3%	10%
Math	IEP	21%	2%		16%	3%	8%	16%	3%	8%	33%	2%	14%

Notes: EBIA will not have 11th grade results until 2019. The data comparison is for grades 6-8 only. SY 2015-16 is the first year for which EBIA has 6th-8th grade data. 2014-15 comparison data is for grades 6 and 7. As of the time of this writing, official state SBAC scores for 2017-2018 have not been released. The 2017-18 SBAC scores for EBIA and OUSD are the unofficial student scores released by CAASPP.

COMPARISON SCHOOLS THAT EBIA STUDENTS WOULD OTHERWISE BE REQUIRED TO ATTEND

The data below shows CAASPP SBAC schoolwide scores from 2015-2018 for all non-charter schools in the district. These are schools that students would otherwise be required to attend. From 2015-2018, EBIA's students consistently outperformed district schools in both ELA and Math, in most cases significantly above. Please note, as mentioned above, as EBIA will administer SBAC assessments to its first class of 11th grade students in spring of 2019, comparison schools and data presented below is for grades 6-8.

Figure 11. OUSD District SBAC Proficiency Rates

School	Grades	Subject	2018	2017	2016	2015
EBIA	6-11	ELA	52%	58%	64%	59%
		Math	47%	48%	51%	52%
Alliance Academy	6-8	ELA	10%	14%	12%	6%
		Math	4%	6%	6%	4%
Bret Harte	6-8	ELA	23%	26%	25%	20%
		Math	14%	18%	16%	9%
Claremont Middle	6-8	ELA	55%	53%	45%	30%
		Math	48%	42%	38%	30%
Coliseum College Prep	6-12	ELA	35%	30%	17%	20%
		Math	17%	114%	5%	6%
Edna Brewer	6-8	ELA	52%	55%	53%	53%
		Math	46%	45%	39%	38%
Elmherst Community Prep	6-8	ELA	15%	18%	19%	10%
		Math	8%	5%	6%	6%
Frick Impact Academy	6-8	ELA	9%	9%	12%	8%
		Math	5%	3.4%	3%	3%
Life Academy	6-12	ELA	24%	30%	30%	23%
		Math	12%	11%	11%	8%
Madison Park Academy	6-12	ELA	24%	27%	25%	29%
		Math	14%	20%	16%	19%
Montera Middle	6-8	ELA	43%	43%	40%	41%
		Math	29%	32%	34%	33%
Roosevelt Middle School	6-8	ELA	23%	24%	27%	21%
		Math	25%	21%	28%	18%
Roots International Academy	6-8	ELA	9%	13%	16%	19%
		Math	3%	3%	7%	8%
United for Success	6-8	ELA	14%	13%	11%	29%
		Math	10%	7%	4%	20%
Urban Promise	6-8	ELA	29%	25%	29%	29%
		Math	17%	11%	14%	21%
West Oakland Middle	6-8	ELA	13%	16%	9%	8%
		Math	9%	6%	2%	3%
Westlake Middle	6-8	ELA	17%	16%	17%	20%
		Math	6%	10%	11%	9%

Notes: SBAC data is for grades 6-8. OUSD data can be found at: <https://dashboards.ousd.org/views/SBAC/Comparison-SBAC?:embed=y&:showShareOptions=true&:display_count=no&:render=false>.

COMPARISON SCHOOLS THAT ARE DEMOGRAPHICALLY SIMILAR IN THE DISTRICT

EBIA is diverse by design and has a heterogenous population which mirrors that of the city of Oakland. The data below shows that EBIA consistently fares comparable to or outperforms schools in the district that have similar populations: Montera, Bret Harte, and Claremont Middle.

EBIA qualifies to be considered for renewal under Education Code Section 47607(b)(4) as EBIA students' academic performance is at least equal (and is in fact above) to the academic performance of the comparison schools as identified below.

Figure 12. Comparison School Demographics and Proficiency Rates: 2015-18

School	Grades	Charter?	Subject	2018	2017	2016	2015
EBIA	6-8	Yes	ELA	52%	58%	64%	59%
			Math	47%	48%	51%	52%
Demographics	29% Latino 29% White 20% African American 14% Mixed Race 6% Asian 2% Other						
Montera	6-8	No	ELA	43%	43%	40%	41%
			Math	29%	32%	34%	33%
Demographics	21% Latino 20% White 38% African American 8% Mixed Race 9% Asian 3% Other						
Bret Harte	6-8	No	ELA	23%	26%	25%	20%
			Math	14%	18%	16%	9%
Demographics	16% Latino 31% White 1% African American 5% Mixed Race 45% Asian 2% Other						
Claremont	6-8	No	ELA	55%	53%	45%	30%
			Math	48%	42%	38%	30%
Demographics	17% Latino 27% White 38% African American 8% Mixed Race 6% Asian 3% Other						

ACADEMICS: AREAS FOR GROWTH

EBIA has moved from a "start-up" school to a more established, thriving and growing school. By 2019-2020, we will have fully built out grades 6-12th program. While the successes of the first term are many, EBIA's systems and processes of data collection, review and collaboration suggest there's room to grow, particularly on the outcomes for students who are English Learners.

CA SCHOOL DASHBOARD: INDICATORS IN RED, ORANGE OR YELLOW

EBIA is a green (high) on English Language Arts. We have also met all local indicators. However, we do have one academic area in which we are yellow, and one area which is red. As 2018 data has not yet been finalized and assessed on the California School Dashboard, this assessment and response plan is based on 2017 data.

1. *Math Assessment Report is Currently a Yellow Indicator.*

This is due to increased enrollment amongst students of need, especially Students with Disabilities and English Learners.

- All students' scores declined this year by 4 points, with a medium status and 13.1 points below level 3.
- Our Students with Disabilities scores (yellow indicator) actually **increased significantly** this year by 37.2 points. However, because they are still labeled as a low, and are 83.6 points below level 3, we still need have to work to improve their scores.
- Our socio-economically disadvantaged students (orange indicator) **maintained** their scores, however, they are still low, at 66.6 points below level 3.
- Our African-American students **maintained** their scores; however, they are still low, at 58.4 points below Level 3.
- Students with two or more races (green indicator), are labeled as high with an **increase** of 14.3 points and 4.5 points above level 3.
- White students (green indicator) score very high, although their scores declined by 5.3 points, with 39.9 points above level 3.
- Our English Learners (orange indicator) scores declined by 6.1 points, and are still labeled as low, with 90.7 points below Level Three.
- Our Latino students scores (orange indicator) declined by 7.3%, and are still labeled as low, with 60.1 points below level 3.

Much of this decrease in scores is due to increased enrollment of specific subgroups, including ELs, and students with disabilities, populations who have entered the school with a lower math and reading proficiency rate than previous cohorts, and have not yet spent significant time in our program. We plan to continue to decrease the achievement gap with our personalized learning, social-emotional learning, supports for ELs and students with disabilities and other support structures, as detailed below in Element 1.

2. ELA scores overall are a green, however, many subgroups are a red, orange or yellow.

- All students did decline by 4.8 points, with 18.8 points above level 3. However, we are still a green overall.
- Our students who identify as two or more races were a high (green) at 35.6 points above level 3. Their scores **increased** by 12.9 points.
- Our white students were a very high (blue) with 67 points above level 3. They maintained at 1.3 points.
- Socio-economically disadvantaged students are a low (or orange) 29.1 points below level 3. They maintained their scores this year.
- Students with disabilities are a low (yellow), at 36.4 below level 3. However, their scores **increased significantly** by 25.8 points. It is also important to note that the number of students with disabilities at the school increased by an average of 62% per year over the last four years.
- English Learners are the largest area of concern, as they are a red indicator, marked very low, and declined 7.2 points with 72.1 points below level 3. It is important to note that the amount of ELs at the school as a whole increased by an average of 57% per year over the last four years.
- African-American students are a low (orange), at 27.2 points below level 3 and are also an area of concern, as their scores declined by 10.2 points.
- Hispanic students are a low (orange) at 21.3 points below level 3, and area also an area of concern, as their scores declined by 7.2 points.

Please see Appendix 1.80a-b for copies of EBIA's CA School Dashboard Reports.

PLANS TO INCREASE ACADEMIC OUTCOMES

We plan to make the following programmatic additions and modifications to reduce the achievement gap and improve outcomes for students:

- **Project-based Learning:** Ensure one strong project cycle per trimester for each course. This cycle will include the use of EBIA's common rubrics, interim performance benchmarks and opportunities for revision towards mastery.

- **Intersession:** Although our intersession program provides exciting opportunities for students, the community organizations we leveraged have not always required our typical instructional rigor from our students, nor has the programming necessarily aligned to what students were learning in the classroom.   As a result, we are strengthening our project-based learning methodology in the classroom to provide the excitement and diversity of our historical intersession programming in a manner that drives our instructional goals more deeply into the student experience. Additionally, at the Upper School, we have implemented a robust college preparatory program that will connect students in a meaningful way to the goals and activities required to apply for, be accepted, and attend college. Examples of this include student intersession programming wherein students complete Capstone project research or participate in college essay writing workshops.

- Continue to **codify** and make our best practices more consistent, including vertical 6-12 curriculum maps.

- Continue to create **curriculum maps** that are aligned to CA State Standards and ELD standards that include support for ELs, Students with Disabilities and struggling students.

- Implement the use of **common rubrics** for each subject area and grade level. These common rubrics are aligned to the Common Core State Standards and used in the categories of oral communication, written communication, agency, collaboration, and knowledge and thinking.

- Create **6th-12th vertical skills and content alignment documents** which clearly state outcomes for each grade level.

Support Structures:

- Increase **differentiated instruction** across the board, including during project-based learning and Capstones. For example, students will have differentiation not only in project topics and themes, but also in process, scaffolding and supports.

- Continue with our **personalized learning** program, particularly small group instruction and remediation. Students will be able to choose which teacher they will go to for Independent Learning Time in order to ensure they receive the best supports.

- Continue with our **inclusion-based intervention models**, including push in supports.

- Implement all support structures (office hours, summer school, intersession credit recovery) and **differentiated instruction** (blended learning, small group instruction) consistently and with fidelity.

- Improve **advisory** structures to support students, including teaching more academic skills and intervention. This is seen through a weekly advisory schedule that includes data monitor in academics and social emotional learning, individual goal setting and executive functioning.

- Codify, expand, and be more intentional about our **Response to Intervention** program, specifically, increase and continue to focus small group instruction intervention, based on assessment data, through using our educational specialists and instructional aids. Additionally, be very intentional about starting the RtI process early, with 6th grade onboarding, so we can identify students when they first enter the school. Further, utilize our Coordination of Services Team (COST) and Student Success Teams (SST) to ensure we supporting early intervention and support. Please refer to the Response to Intervention System below on page 151.

SCHOOL CULTURE

EBIA has created an inclusive, positive, supportive school culture. Due to our heterogeneous student body, we have created specific community building and academic structures so that every student feels included and welcomed, creating a sense of belonging. For example, we are thoughtful about creating class sections and advisories.   Every student is known, and no student goes unnoticed. The School also has close relationships with families. This is in part due to structures such as advisory and Morning Meeting (an opportunity for students to gather as a grade level for affirmations and announcements), but also due to community building and specific teaching of social-emotional sills.   We also have teacher sponsored clubs that build connection and identity such as the Gay Spectrum Alliance or theatre and dance.

This strong, positive and inclusive school culture also extends to adults, whether they are teachers, families or partners. EBIA has several community events, and also does intentional community building and communication amongst the staff. The school has a shared decision-making model for faculty to give input into school decisions, and often uses design thinking to help solve challenges within the school.

SCHOOL CULTURE: SUMMARY OF SUCCESSES

- Each year, we have **increased the diversity and the heterogeneity** of our student body and increased the number of high need students. We have increased our proportion of special education population each year on average by over 20%. We attribute this to our recruitment practices and the fact that we have built relationships with high needs communities. We have also built a reputation for successfully serving high needs populations, as evidenced by the continued growth in enrollment. We have worked hard to create a diverse community of inclusion, tolerance, and diversity of perspectives.

- We have had **ZERO expulsions** in our 4-year history, and a less than 4% suspension rate.

- Students attend school regularly. In the middle school our **Average Attendance Rate** is 96%, in the high school it is 92%.

- We have created **partnerships** with Seneca, SEEDS, and the National Equity Project for professional development and restorative justice as well as school culture.

We have numerous extracurricular programs including an award-winning **drumline**, basketball, soccer and ultimate frisbee teams, a robotics team, yearly musical, student government, yearbook and identity-based student union groups.

Each year EBIA administers the School Climate Assessment Inventory (SCAI) to our students, staff and parents/guardians. This tool collects school culture and climate data in multiples categories including student interactions, leadership/decisions, discipline, attitude/culture, and community relations. All responses are provided using a 0-5 rating scale. Below is a summary

of EBIA's 2018 results. This summary includes the average of ratings from students, staff and parents/guardians.

Figure 13. Student Interactions

Sense of Belonging	3.53 – 71%
Equity and Connectedness of Student Groups	3.70 – 74%
Sense of Safety	3.62 – 72%
Student Rights	3.74 – 75%

- Within Student Interaction results, particularly high feedback was seen for Equity and Connectedness of Students Groups by staff and families (3.87 – 77%), with staff indicating that EBIA's Diverse by Design model supports students in collaborating in heterogenous groups.
- Staff also provided a high rating for sense of safety (3.92 – 78%), indicating an overall sense of physical and emotional safety while on campus.
- Further, staff provided a high rating for student rights (3.97 – 79%), indicating that there were multiple opportunities for students to take on leadership roles within the school, and that students were supported by adults in doing so. This feedback was aligned with that of families (3.83 – 77%).

Figure 14. Leadership and Decisions

Sense of Mission and Vision	3.95 – 79%
Vision is Shared	3.70 – 74%
In Tune with Students and Community	3.80 – 76%
Understanding of School Climate	3.97 – 79%

- Within Leadership and Decisions results, parents provided a particularly high rating on sense of mission and vision (4.09 – 82%), indicating their belief that the school had a clearly presented and understood mission and vision.
- Further, both staff and parents were highly aligned in their beliefs that the vision of the school is shared amongst stakeholders, and that the leadership of the school is in tune with the students and the community.

Figure 15. Discipline

Clear Expectations for Behavior	3.24 – 65%
Management of Student Autonomy	3.39 – 68%
Supportive and Respectful Interactions with Students	3.75 – 75%
Use of Logical Consequences Over Punishment	3.60 – 72%

- Within discipline, students believed that there were clear expectations for behavior (3.63 – 73%) at a higher rate than that of staff and parents.

- Further, parents rated highly (3.93 – 79%) the belief that staff had supportive and respectful interactions with students.

Figure 16. Attitude/Culture

School Traditions	3.35 – 67%
Shared High Expectations	3.76 – 75%
Students Seek Support of Adults	3.65 – 73%

- Within attitude/culture, both staff and parents demonstrated strong alignment in their assessment of a sense of shared high expectations (3.86 – 77%).
- Further, staff shared that students often seek the support of adults (3.86 – 77%).

Figure 17. Community Relations

Communication with Community	4.07 – 81%
Welcoming to Parents	4.06 – 81%

- Within community relations, both staff (4.28 – 86%) and families (83%) believed that there were multiple ways in which the school communicated with families and gave examples of our engagement events, weekly newsletters, coffee with administration and Parent Advisory Council.
- Further, out of all groups, families provided the highest rating (4.18 – 84%) that the school as welcoming to parents.

In addition to our SCAI survey, EBIA has also administered the Panorama survey and our own internal surveys. These gather information on a broad range of school culture and climate topics including; growth mindset, safety, and self-efficacy.

- Within these surveys, the faculty has strong expectations and believe that all students can succeed. They also believe that students can work independently and cooperatively to achieve at high levels.
  - Faculty rated cooperative learning, growth mindset, and opportunities for student reflection as some of the highest categories on the school culture survey, with an increase from last year.
  - The faculty gave the highest marks on the survey in the areas of leadership, faculty relationships, special education, and learning and assessment. In fact, faculty relationships and learning/assessment had more positive responses in 2017-18.
  - Faculty rated communication as one of their highest categories as well.
- Students feel that the culture is inclusive and welcoming, and that they are encouraged to work independently and cooperatively. As measured by school culture data, students:
  - 88% of students believe they can go to and be successful in college
  - Students have consistently given positive ratings to student interactions and learning and assessment, with student autonomy, student self-regulation, clear learning targets and cooperative learning receiving the highest ratings.

SCHOOL CULTURE: AREAS OF GROWTH

CA Dashboard: Suspension Rates are currently an orange indicator (medium).

Our overall suspension rate is below 4%, below the district and state averages and below the school goal, and we have had zero expulsions. The orange indicator is due to increased rates for ELs (4%), Students with Disabilities (7.1%), white students (4.5%), two or more races (4.2%) and African-American students (4.4%). The suspension rate for students with two or more races has increased significantly (4.3%).

We plan to continue our Positive Behavior Intervention Systems, Restorative Justice Programs, and Social-Emotional Learning programs to combat this suspension rate.

Our school culture survey data was slightly less positive in the areas of discipline, student interactions, attitude/culture and the physical appearance of the school. These were seen most clearly in student and parent results. However, even with a lower rating, students, faculty and families rated the school as a welcoming place.

- The faculty rated consistent expectations for and response to behavior as one of the lowest areas on the survey, and it was a decrease from years past. While many demonstrated strong support for EBIA's restorative justice model, they did feel that these expectations and responses lacked some clarity.
- Parents, faculty and students also rated student responsibility for others behavior as low
- Parents, faculty and students also rated "students speak proudly about their school" as low.

Please see Appendix 1.43 for our School Culture Survey Results (SCAI).

PLANS TO IMPROVE SCHOOL CULTURE AND CLIMATE

Staffing and Professional Development:

EBIA has hired a part time culture and climate coach for 2018-19 to support school culture and climate at the Lower School. Their work includes redesigning and improving upon school systems (morning meetings, student de-escalation, classroom routines and procedures, etc.) and coaching and supporting individual teachers and teacher teams.

EBIA has also hired a part time restorative justice coordination at the Lower School. Their work includes implementing Tier I (SEL lesson development, advisory program oversight, behavior tracking, etc.), Tier II (student check ins, community service, technology use management, etc.) and Tier III (student mediations, School Support Team (SST) meetings, and restorative justice circles) interventions.

EBIA has also hired a full time Director of Equity and Social and Emotional Learning at the Upper School. Their work aligns with that of the culture and climate coach and Restorative Justice coordinator at the Lower School.

Further, in prior school years, the staff members responsible for culture and climate at the Lower and Upper Schools were also responsible for supervision of IEP, 504 EL student services. For the 2018-2019 school year, we have created a separate position of Director of Student Support Services so that culture and climate staff members are able to focus their time on this high priority work.

In addition, EBIA will continue with our strong professional development program, including culturally competent teaching, PBIS, behavior systems and restorative justice. Historically this has been done through teacher attendance at trainings with the National Equity Project, SEEDS and other organizations focusing on culture and climate. Moving forward we will also use significant professional development time to analyze student behavioral data trends and qualitative student feedback on school programs and systems.

Programmatic Changes:

Through the implementation of restorative practices, we intend to continue creating a culture and climate that enable equitable outcomes for all students. We also plan to create a climate of inclusion across all stakeholders (parents, students, staff, etc.). Action steps to take this are:

- Model restorative practices across staff relationships and personal practice. We have provided staff with Mindfulness training, and have a designated mediation escalation pathway for when conflict occurs amongst staff members.
- Ensure that communication and behavioral intervention systems emphasize and prioritize access to instruction. This is done through the use of the Kickboard platform. Within this platform, staff are able to provide students with ongoing feedback on their demonstration of our school Innovator Norms (Perseverance, Curiosity, Respect, Kindness, Leadership, Leadership). During advisory time on Monday mornings, students reflect on this behavioral data, identify trends and patterns and set goals for themselves.
- Codify and implement Upper and Lower School restorative practices with shared language and clearer rewards and consequences. This is done through a detailed behavior escalation pathway which includes in-classroom redirections (reminder, 1:1 conversation, step out de-escalation) followed by administrative conferences and family engagement.
- Develop and implement shared SEL and advisory programs that emphasize restorative practice. To accomplish this, EBIA has instituted a weekly advisory program to emphasize positive school culture and climate, and works as articulated below.
  - Mindful Monday – Students reflect on academic and behavioral data and staff feedback from the prior week and set goals for themselves.
  - Newsday Tuesday – Students watch current events news clips, discuss the event or topics impact on their community and how they positively engage.
  - Wednesday SEL – During this extended advisory time, students engaged with a social emotional learning lesson focused in the categories of identity and purpose (collective identity and independent thinking), just society (social justice and social advocacy), social progress (collective action and inclusive leadership) and their better self (effective collaboration and personal impact).

- o Thursday Service – On this day, students are either in grade level morning meetings where they hear announcements and share shout outs and student work, or are completing campus community service and care for our physical facility.
  - o Phoenix Friday – During this day students compete in advisory field games, take on school pride projects or meet to celebrate student work.
- We continue to look for places to integrate Social-emotional learning into our curriculum and to have our students demonstrate the Innovator Norms (listed below), which are our school values. Please see page 99 below for a description of Innovator Norms.
- Consider student input in school decisions through using google forms (surveys) and other student focus groups. This was one of the lowest ratings on the school culture survey. We are also working with our student government groups to develop these surveys and have built student reflection on the results into our advisory program.
- As we grow our high school, increase opportunities for school spirit and pride, such as pep rallies, chants, and cheers. This is done through a First Fridays monthly celebration of student work, along with the Phoenix Games - – house cup competition where advisory partner with and compete against one another.

Codification of Best Practices:

- Codify behavior systems so that they are consistent in each classroom. This has been done through the development of a student-facing set of classroom expectations for use of school technology, class arrival, and collaborative work time.
- Continue to grow and codify demonstration of our Innovator Norms. Through the use of the Kickboard platform, as mentioned above, students will receive ongoing feedback for their behavior throughout the school day. In order to do this, EBIA has used behaviors from the Deveraux Student Strengths Assessment (DESSA) to codify for students what each Innovator Norm looks like in practice, referred to as "Look Fors." This includes the below DESSA behaviors, organized by Innovator Norms.

Figure 18. Innovator Norm "Look Fors"

Innovator Norm	Looks like...
Perseverance	• Does tasks without reminders • Focuses on task despite distraction • Keeps trying when unsuccessful • Seeks out challenging tasks • Stays calm when challenged
Curiosity	• Asks clarifying questions • Asks for feedback • Learns from experience • Seeks out additional knowledge • Takes active role in learning
Kindness	• Compliments or congratulates someone • Expresses concern for another • Makes polite suggestion or request • Offers to help somebody • Responds to another's feelings
Conscientiousness	• Describes own feeling • Handles belongings with care • Performs steps of a task in order • Shows awareness of strengths • Shows care when doing work
Respect	• Accepts responsibility • Acts respectfully in competition • Carries self with confidence • Respects others opinions • Thinks before acting
Leadership	• Cooperates with peers • Expresses high expectations for self • Gets along with different people • Resolves a disagreement • Shows good judgement

TEACHER DEVELOPMENT AND RETENTION

We continue to recruit and retain highly qualified teachers who have helped to launch and grow an innovative school. Our faculty has a strong, positive, collaborative culture that continually looks to improve and innovate.

EBIA continues to grow. As such, we are still hiring an entire grade level of teachers each year. We are also operating two different campuses.

TEACHER DEVELOPMENT AND RETENTION: SUMMARY OF SUCCESSES

- 100% of our teachers are qualified under ESSA.
- As reported by the faculty survey data, 85% of teachers met their yearly Professional Educator Plan Goals and 99% of faculty feel supported in meeting their goals
- Faculty also reports via the survey data that school leadership is very responsive to needs, excellent at motivation, and also committed to continuous improvement and innovation.
- Currently 55% of our staff are people of color, we are 33% male and 67% female, and we continue to recruit and retain staff that mirror the demographics of Oakland.
- We continue to have professional development weekly, as well as longer sessions during our intersession, which include community building, shared decision making, school culture, SEL training, Project-based Learning training, Restorative Justice Training, Blended learning training, data driven instruction, and other needs as they come up.
- Several members of our founding team remain on staff, with the founding ELA teacher recently being promoted to Director of Equity and Social Emotional Learning.
- In terms of retention, less than 10% of faculty left EBIA after two or fewer years that were a cultural, philosophical and skills fit.
- In May of 2017, EBIA finalized and signed our teacher Collective Bargaining Agreement (CBA) with our teacher's union, East Bay Innovation Teachers Association (ETA), making one of only two unionized charter schools in Oakland. This CBA includes guidance for work responsibilities and rules (e.g. work year/day, compensation, evaluation, etc.) and is aligned to our instructional model and school program. As a school, we consider the finalization of this CBA to be a strong demonstration of our commitment to providing the strongest employment package possible to our teachers.

TEACHER DEVELOPMENT AND RETENTION: AREAS OF GROWTH

- As with many schools in the Bay Area, we have struggled to recruit highly qualified teachers due to a statewide shortage. Please see teacher recruiting section below for more information.
- Although faculty rated leadership opportunities high on the culture survey, EBIA continues to look for ways to grow staff and provide new opportunities.

PLANS TO IMPROVE TEACHER RETENTION AND DEVELOPMENT

- As noted above, increase professional development for personalized learning, small group instruction and differentiation, especially for the students most at risk.
- Continue to hire **culturally competent** staff that mirror the demographics of Oakland, and who are diverse and believe all students will achieve at the highest levels, valuing their many gifts, talents and attributes
- Increase professional development for teachers on **supporting struggling students,** especially English Learners, Students with Disabilities and low-income students.

- Improve upon **personalized learning** practice to meet the needs of all learners, including increased professional development for small group instruction based on data.
- Increase professional development for **support structures**, including advisory and Office Hours.
- Continue to **align teacher goal setting** and professional development to school goals and outcomes.
- Seek out opportunities for staff to grow professionally and to stay at EBIA in non-teaching roles.
- Increase communication and collaboration between the two campuses.

ENROLLMENT

EBIA is fully enrolled at grades 6-8 and we generally have a wait list for all three grades. We are reaching full enrollment each year for 9th grade, the entry grade for Upper School.   Most families in Oakland know who we are and are excited to send their children to our school to experience a different way of learning.

ENROLLMENT: SUMMARY OF SUCCESSES

- The word about EBIA has spread to all corners of Oakland and beyond. Below is a map showing where our current families reside, with respect to Lower and Upper Schools. Families from every zip code and every school district in Oakland send students to EBIA.

Figure 19. Map of Oakland with 18-19 enrollment home addresses
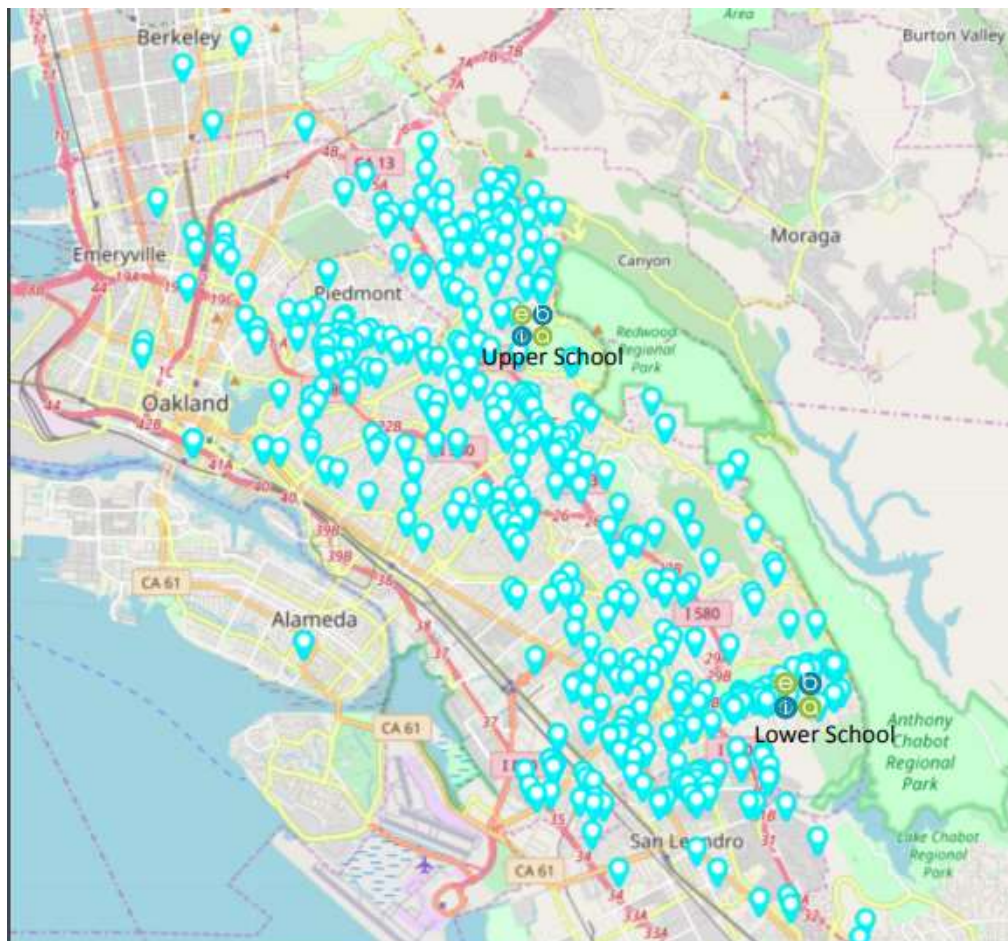
- Demand for EBIA remains strong. We have on average 2.25 applicants for every seat in grades 6-8 and we have had a dramatic growth in applications year over year.

- We have a reputation in Oakland for supporting struggling students, especially special education students. With our small group instruction, personalized learning, Response to Intervention and resource teachers, we aim to give each student the supports they need to be successful.

Figure 20. 2018-19 Enrollment Data by Race
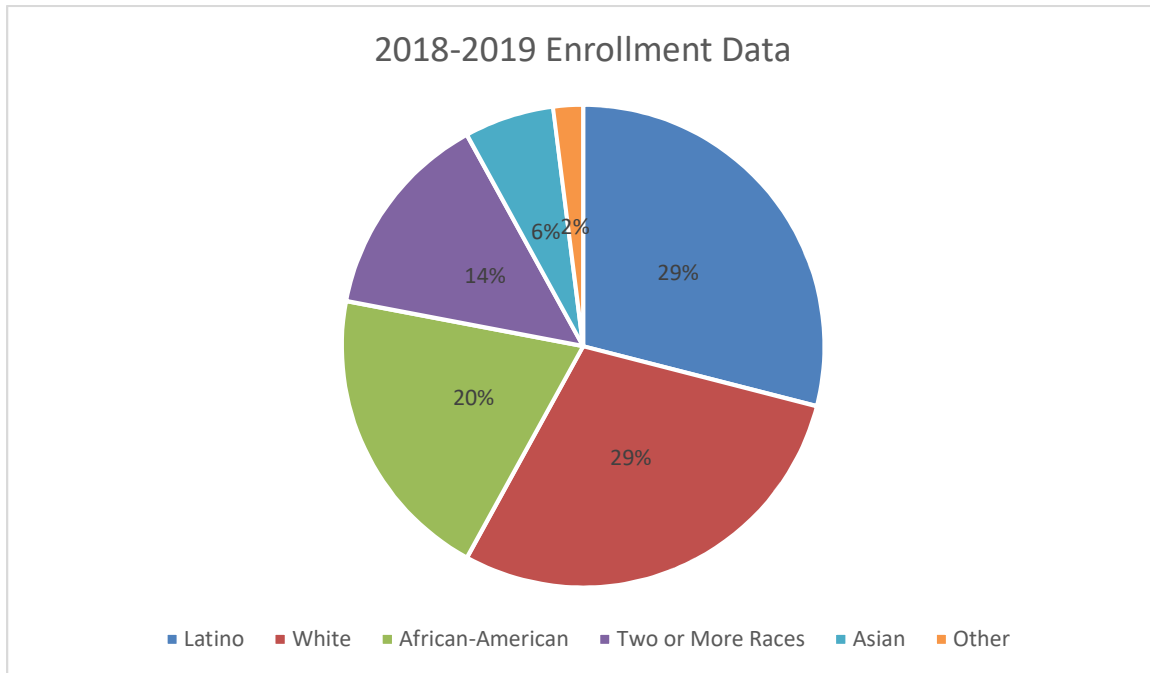
2018-2019 Enrollment Data

Color	Category	Percentage
Latino		29%
White		29%
African-American		20%
Two or More Races		14%
Asian		6%
Other		2%

Figure 21. EBIA Enrollment Demographics 2014-18

	2018-2019	2017-18	2016-17	2015-16	2014-2015
Female	41%	39%	39%	41%	42%
Male	59%	60%	60%	58%	58%
White	29%	30%	34%	36%	37%
Black or African-American	20%	18%	16%	15%	15%
Asian	6%	5%	6%	6%	9%
Hispanic/Latinx	29%	31%	30%	25%	23%
Filipino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian	Less than 1%	Less than 1%	Less than 1%	less than 1%	less than 1%
Native American Or Alaskan Native	Less than 1%	Less than 1%	0%	0%	0%
Two or More Races	14%	15%	16%	15%	16%
Socio-economically Disadvantaged	25%	26%	21%	16%	14%
English Learners	5%	6%	4%	5%	3%
Students with Disabilities	17%	15%	13%	11%	8%

ENROLLMENT: AREAS OF GROWTH

This has generally been an area of success for the school. However, we do want to continue to increase our diversity and bolster enrollment at upper school.

- Continue to recruit and retain students who are at risk, struggling and from each and every area of Oakland.
- Increase the numbers of low income and EL students.
- Promote EBIA upper school, especially at 9th grade.

PLANS TO IMPROVE ENROLLMENT

While EBIA Lower School is well-known, EBIA Upper School is still growing full enrollment. We plan to focus on improving re-enrollment from 8th to 9th grade and building relationships with like-minded schools to better inform the community of EBIA as a high school option. For instance, EBIA was approved in early 2018 to provide the AP Capstone Diploma program and is

currently the only high school in the District/Oakland to do so. Our hope is that students and families in Oakland who seek to develop and practice rigorous research and analytic skills in high school will find such opportunity at EBIA through the AP Capstone Diploma program.

EBIA plans to network regularly with surrounding middle and K-8 schools so that families can consider joining the EBIA community at 9th grade. Part of outreach efforts will involve shadow days, in which current EBIA students as well as non-EBIA students can spend part of a regular school day shadowing an EBIA upper school student. Similarly, EBIA plans to invite prospective families to exhibition days at both campuses, where we feature project work presented by students.

Over the next term enrollment efforts will continue in communities where higher proportion of low-income and recently migrated families reside in Oakland. We will continue our past practice of having all materials translated in Spanish and will promote EBIA in community gathering locales such as markets and transit locations.

FAMILY ENGAGEMENT

EBIA was started by families, and family engagement continues to be strong. The charter school is committed to being responsive to families and their needs.

FAMILY ENGAGEMENT: SUMMARY OF SUCCESSES

- We created a Parent Advisory Council to coordinate volunteer work, fundraising, and other extracurricular programs.
- Families have created and update the EBIAfamilies.org Web site, which contains a wealth of information for families including key documents such as schedules and calendars, announcements and news, ways to volunteer, ways to donate and community events.
- Families have been very involved in the after school and intersession programs, often sharing their expertise and interests.
- Families continue to donate financially in high numbers. Over 100 families donated to the school in 2017-18.
- Family participation in the school culture and climate survey is 33% but has continued to grow every year.
- Parents have created several all school events such as the Spring fest celebration, annual auction party, welcome potluck, teacher appreciation days and general assembly meetings.
- There is a weekly family newsletter.
- Parents participate in monthly "Cafelitos" with the Head of School
- 94% of parents would recommend EBIA to other parents

FAMILY ENGAGEMENT: AREAS OF GROWTH

- Increase parent volunteers, currently fewer than 50 parents regularly volunteer at various events.
- EBIA continues to work to engage a diverse group of families that represent the diversity of our students and staff. In order to achieve this, we have completed targeted outreach to ensure parents/guardians in leadership positions represent all Oakland zip codes and demographic groups.
- Increase the number of families who complete the school culture survey.

PLANS TO IMPROVE FAMILY ENGAGEMENT

- Recommit to creating a differentiated list of volunteer opportunities that is widely publicized and that can be done during less traditional working hours.
- Create committees within the Parent Advisory Council, with designated leadership roles and workstreams within each committee. In order to do this, we will build on the strong leadership of parents/guardians who have taken on more informal leadership roles and redesign our organizational system to best fit their needs, strengths and time constraints.
- Increase the number of families who complete the survey by 20%. In order to do this, we will provide online and paper versions of the survey along with translated versions of the survey, and survey completion events where staff are able to support families in accessing the survey.
- Improve the process of onboarding new parents, including technology training and collaboration with advisors and teachers. In order to accomplish this, we will increase the number of opportunities for families to participate and include surveys to gauge levels of comfort with our model and systems to better personalize the training for families.

OPERATIONS AND FINANCE

EBIA has steadily built its operations and financial capacity through the first term and hopes to continue building expertise in-house and efficiently support the teaching staff and programs.

OPERATIONS AND FINANCE: SUMMARY OF SUCCESSES

- Finances have been sound, with every operating year ending with a surplus. EBIA has achieved a fund balance that exceeds the state requirement. This was achieved through fundraising efforts that supplemented per-pupil funding, which in total raised over $1.6 million during the first charter term.
- As a single charter EBIA has steadily scaled up to add a grade level group (9-12), while managing co-location of its lower and upper school with one-time implementation funds.
- EBIA received preliminary award of proposition 51 funding to rehabilitate and build new construction on the current lower school campus.

- In collaboration with legal counsel and charter school back-office experts, EBIA has generally met all the local, state and federal compliance deadlines.
- With the exception of year 1, we have had a clean audit every year.
- Faculty gives input into the budget each year to ensure that our spending is in line with our values and that we are serving the students most in need.
- EBIA's internal controls and fiscal policies have established a system and culture of transparency, consistency, and separation of duties.

OPERATIONS AND FINANCE: AREAS OF GROWTH

- Parent, student and faculty survey data reflects low ratings for the school appearance, mostly with litter, maintenance, and ownership.
- Facilities are an ongoing challenge. Co-location and consecutive moving have been a burden and source of uncertainty that affected operations and families alike.

PLANS TO IMPROVE OPERATIONS AND FINANCE

EBIA is committed to managing finances and monitoring budget and actuals to support the program and the growth of fiscal reserves. To continue to meet the LCAP goals of providing basic services while introducing innovative, 21st century learning program to all students, EBIA needs to be fiscally conservative and strategic with the per-pupil spending. This requires careful planning and monitoring of budget. Reserves are important to EBIA for a number of reasons, especially for working capital and any uncertainties that may arise during the next phase of growth years. While the needs of today are great, EBIA is committed to concurrently and incrementally meeting the needs of tomorrow.

Furthermore, finding a facility solution remains a priority for EBIA, as co-location is both costly and limits interaction and collaboration across grade level groups. Uncertainty with location also impacts enrollment for families who want to journey with EBIA for all middle and high school years. EBIA has an opportunity to utilize the proposition 51 award to realize a solution on the Marshall campus.

To realize these goals, EBIA plans to grow its development strategy, focusing on several areas including: exploring funding renewals from past grantors, seeking new institutional funding (including grants of all sizes), and broadening its parent and friend network (particularly increasing percentage of family giving), and actively seeking donations. For facilities, EBIA plans for a capital campaign with the hope of an endowment that can be leveraged for financing the facility project.

Work on development will rely heavily upon effective marketing and public relations, work that has taken off during the first charter term and will continue to be refined during the second term. EBIA will also continue to solidify and strengthen the relationships with current vendors and other partners.

With respect to back-office/internal operations, EBIA will continue to build compliance and operational expertise while partnering with EdTec for some of the back-office functions. Codifying operational cadence is a priority during the next charter term, to ensure continuity, consistency and comprehensiveness of the day-to-day work.

We have updated the petition to comply with updated education code and compliance procedures, as well as any changes to our program. Please see the table below for a complete list.

Figure 22. Matrix of changes to petition for renewal

Element	Description of Change
1: Educational Philosophy	• Change Competency Based Progression to Mastery Based Grading Model • Addition of art, or "A" in our STEAM based model. • Addition of Culturally Responsive (Competent) Teaching to Diverse by Design Section • Block Schedule: Teachers planning and collaboration time occurs before school starts, and not during prep time. • Updated research on Project-based Learning, Personalized Learning, Diverse by Design, and Social-Emotional Learning • Updated Service Learning Program • Updated Intersession Program to a program more deeply integrated into our project-based learning model. • Updated instructional days and minutes due to intersession reduction and Collective Bargaining Agreement. • Updated Structures to Support Learning: Removed Saturday School • Updated Graduation Requirements • Updated Retention and Promotion Policy • Updated Grading Policy • Updated Attendance Policy • Updated Roti Chart • Updated ELD section to comply with current compliance laws • Created a Math Placement Policy in accordance with new guidance • Updated 504 Section with new guidance and requirements
2: Methods of Measurement	• Updated with new LCAP language. • Removal of internal benchmark tests. Replaced with project-based learning assessments and NWEA MAP test.

	• Removal of Terra Nova Reading Assessment • Updated all CA state assessments to CAASPP program • Updated Name of "Exhibition Projects" to "Capstone Projects." Exhibitions are the presentations of Capstone Projects. • Updated to reflect addition of new school goals (including percentages)
4: Governance Introduction/Executive Summary	• Updated Board Members • Updated Leadership Team • Updated introduction to reflect new guidance and requirements
5: Employee Qualifications	• Executive Director role replaced with Head of School • Updated list and descriptions of essential employees • Updated in accordance with new guidance and requirements, including replacement of NCLB with ESSA
6: Health and Safety	• Updated to reflect new guidance and requirements. • Updated to reflect new anti-harassment policy
8: Admissions Requirements	• Updated Policy in accordance with Material Revision and new guidance/requirements.
10: Suspension and Expulsion Procedures	• Updated to reflect new guidance and requirements.
14: Dispute Resolution	• Updated in accordance with new guidance and requirements.
15: Closure	• Updated section to reflect new guidance.
Miscellaneous Provisions	• Updated Facilities section in accordance with 2017 Material Revision • Updated Fiscal Matters section in accordance with new requirements • Updated Administrative Services section to reflect new guidance and codes

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter 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: The annual goals for the charter school 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 charter school will serve high school pupils, 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)

Outcomes Aligned to State Priorities

In accordance with SB 1290, EBIA's pupil outcomes related to annual academic achievement goals will be set and disaggregated by all numerically significant subgroups as defined in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section

47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

EBIA's pupil outcomes, disaggregated by numerically significant subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:

Please refer to the section titled "Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities under Element 2.

WASC Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students. As EBIA serves students in grades 9-12, it has obtained initial Western Association of Schools and Colleges (WASC) accreditation. We will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC"). As of this writing, we have already completed our initial process, and in 2020 will complete the next phase of the process.

Mathematics Placement Policy

EBIA has complied with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

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 is a grades 6-12 college preparatory public charter school that builds upon the strengths of proven models at High Tech High, New Tech Network, 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 engages students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

EBIA delivers 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, Arts, and Math (STEAM)-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 is 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 and formative years in our students' lives.

EBIA has strong focus on community—both in and outside the Charter School. We are a full-inclusion model and we 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. Parents regularly report that EBIA has either kept them in the Oakland public school system or brought them back by offering a unique, dynamic, and challenging public school option.

NEED & STUDENTS TO BE SERVED

EBIA plans to serve approximately 770 students in grades 6-12 with a full build out by Year 8. At the time of this renewal, we have approximately 570_students in grades 6-11. We intend to continue to grow by one grade level per year to serve students in grades six through twelve.

The student population enrolled at EBIA is representative of Oakland's general population. We strive to reflect Oakland's diversity from socioeconomic, racial, linguistic, and cultural perspectives and will support and build community both internally and externally. EBIA offers quality programs and supplemental educational opportunities that are currently not readily accessible to many Oakland students, such as our STEAM based and project-based learning program, our intersession program, as well as our emphasis on social-emotional learning.

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.[6] Several high performing charter school organizations such as Summit Public Schools, KIPP, and Match education now have 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. It is also essential to ensure that students have the foundational math, literacy and social-emotional skills for success.

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. EBIA focuses on blended learning, personalized, project based/experiential learning or 21st century instruction.

EBIA also intends to serve the students of Oakland through its *diverse by design* model of learning community. The Poverty & Race Research Action Council's report "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" shows that social integration and diversity in schools can lead to better academic outcomes than through more homogenous settings.[7]

Please see Diverse By Design section below on page 80 for more detail.

The population of EBIA's student body is reflective of the diverse population of the City of Oakland. EBIA intends to continue serve a diverse student body that includes families with a range of socio-economic, racial, linguistic, and cultural backgrounds. We currently have students from every zip code in Oakland, and continue to reflect the diversity of the city as a whole. We have intentionally created partnerships with elementary schools, community centers, religious institutions, and other community groups to ensure our school looks like Oakland.

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[6] Rockhoff, J. and Lockwood, B. 2010. "Stuck in the Middle." http://educationnext.org/stuck-in-the-middle/
[7] Kahlenberg, Richard D. and Halley Potter, "Diverse Charter Schools. Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" Poverty & Race Research Action Council, May 2012.

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. 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. And despite efforts, the high school graduation rate in Oakland in 2015-16 was 65.7% overall[8], below the state average of 83.2%.[9] However, for Black and Latino students, the graduation rate was lower, at 55.1% and 51.8% respectively. The rate for English Learners was even lower, at 40.8%.

EBIA is designed to offer quality programs and additional educational opportunities that are currently not readily accessible to the majority of Oakland students. Our highly relevant, college and career preparatory program, meshed with a comprehensive social, emotional and academic support system, will help raise the graduation rate and the college acceptance rate in Oakland.[10] Furthermore, we are teaching the social-emotional skills that students need to be prepared for a 21st century, global workforce. We wish to serve all students, including English Learners (ELs), students of color, special education and low-income students. And, the proportion of these traditionally underserved students have only been increasing among the students we enroll.

ENROLLMENT PLAN

EBIA will grow to serve students in grades 6-12 throughout the City of Oakland. In the school's first year of the renewal term 2019 – 2020, we plan to enroll 670 students in grades 6 through 12. The table below illustrates the Charter School's full enrollment plan, and shows that if renewed and at full grade, sustained capacity, EBIA would serve about 770 students in 6th through 12th grades.

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[8] OUSD Fast Facts 2017-18, available at: <https://drive.google.com/file/d/18vKVTDbTxKOTlnQGSZmITyiuNI-1Am_R/view>
[9] Gordon, L. "Graduation and dropout rates: Lookup California districts and high schools," EdSource, April 18, 2017. Available at: <https://edsource.org/2017/graduation-and-dropout-rates-look-up-california-districts-and-high-schools/580171>
[10] http://www.hamiltonproject.org/files/downloads_and_links/Messacar_final.pdf

Figure 23. Enrollment Projections by Year and Grade Level

Student Population Projections							
	6th	7th	8th	9th	10th	11th	12th	Total
14-15	135	75						210
15-16	118	134	97					349
16-17	121	120	132	64				437
17-18	120	118	118	80	50			486
18-19	116	124	124	90	70	45		569
19-20	120	120	120	110	90	70	40	670
20-21	120	120	120	110	110	90	70	740
21-22	120	120	120	110	110	100	90	770

Our 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 0.40. The Charter School provides free, equitable, and open access to a research and practice-based academic program and holds itself accountable to ensuring all students reach equally ambitious expectations for achievement.

COMMUNITY SUPPORT

EBIA reflects Oakland's diversity from socioeconomic, racial, linguistic, and cultural perspectives, and supports and builds community internally and externally. We have built partnerships with various community organizations including arts, religious, health, civic, science and other organizations. 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 continue to be 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 character strengths. We have spoken with stakeholders in Oakland and have found overwhelming support for EBIA as reflected in the following documents:

- **Parent and community outreach and information sessions:** We continue to conduct outreach and host information sessions to engage parents and community members in EBIA and its renewal process, and we have a plan for continued outreach as we continue to develop EBIA. The purpose of these sessions and other outreach efforts is to connect with families to discuss the continued direction and vision for EBIA. They provide opportunities for conversations about numerous elements of EBIA, 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 Board and school leadership to inform discussions about EBIA's design.

- **Letters of Support:** we have included letters of support from various stakeholders.

  Please see Appendix 0.10 for Letters of Support from Families, Teachers, Partners and Community Members.

- **High Number of Applications:** EBIA continues to receive at least twice as many applicants than the spots we have open for 6th grade. This high number of applicants reflects support and demand for families.

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

In the 21st century, the world is constantly changing, and we must constantly adapt. New inventions are being created daily, and information is available with the touch of a button (or a mouse). 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. "One of the greatest challenges for teachers is preparing students to live in – ideally, to succeed in – a world that does not yet exist." Students need to learn how to be flexible, agile, 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." Finally, students must have important academic and personal habits of success, including self-motivation and self-awareness, 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.

At EBIA, we recognize we live in a world of increasing technological, economic, environmental and social change, requiring a set of emerging skills to navigate successfully. Our students need to be prepared for an economy in which we will not be able to predict the jobs that will exist in 20 years. Citizens of the new millennium must have a strong foundation of knowledge and skills to engage in the constantly evolving world of ideas and must be able to analyze and synthesize this information. We also deeply believe that in a 21st century, global world, schools need to look, be, and operate fundamentally differently. As Todd Rose describes in his book, *The End of Average: How We Succeed in a World That Values Sameness*, schools as we know them currently were designed to teach to the middle, or to the average student. This has never truly worked, nor will it continue to work, because there is no true average student. Every student's needs are different. "[11]

EBIA's goal is to develop students who have the skills and knowledge to succeed in high school and beyond. The following section describes what it means to be educated in the 21st Century. As defined by the standards published by the California Content Standards,[12] which includes the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), English Language Development ("ELD") Standards, History-Social Science Standards, and any other applicable state content standards (hereinafter, collectively "California State Standards"),

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[11] Julie Gorlewski in "Teaching Toward Utopia" in *Education Week*, June 12, 2013, Vol. 32, #35, p. 39-40), www.edweek.org
[12] https://www.cde.ca.gov/be/st/ss/

the academic skills necessary for an educated person in the 21st century are listed below. The achievement of these skills is a key feature of the EBIA's educational program.

ACADEMICALLY KNOWLEDGEABLE PROBLEM SOLVERS

First and foremost, a 21st Century Learner possesses a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of Reading/Language Arts, Mathematics, Science, and Social Studies. Although we live in a world where content appears to be readily available online, students need a base of knowledge from which to draw to interpret new information, corroborate sources, solve problems, make connections, and support deeper understanding and comprehension. These foundational skills enable students to access and understand that content, apply their understanding, synthesize and analyze that content, and articulate and present their understanding using a variety of mediums at a level that is equivalent to or greater than their peers from around the world representing all socioeconomic and racial backgrounds.

TECHNOLOGICALLY SAVVY INNOVATORS

In our rapidly technologically advancing society, our students must have basic content knowledge in technology and be able to use technology appropriately and strategically to solve problems, find information, present their perspective and communicate effectively. Students must also be able to be flexible and agile, and quickly figure out or adapt to and use new technology. Better yet, students must be able to express new ideas, solve problems, and create inventions using technology.

SELF-MOTIVATED, SELF-AWARE, AND CONFIDENT LEARNERS WITH A HIGH LEVEL OF RESILIENCE AND AGENCY

In the 21st century, it is no longer enough to simply have content knowledge and academic skills. Character education and mindset work are critical. Students must have the social-emotional skills in order to be successful. These include empathy, teamwork, self-awareness, self-management, social awareness, responsible behaviors and decision making, collaboration, self-motivation and self-direction, and a growth mindset. Students need to have a high degree of self-awareness, self-confidence and the personal motivation to persevere through obstacles and challenges they face in their academic journey. They need an explicit set of social-emotional tools and skills. Self-awareness comes from deep reflection and also pushes students to see themselves as a range of strengths and weaknesses, to identify emotions, to acknowledge where they may need more assistance and where they can be of assistance to others. Self-motivation, or agency, provides meaning, relevance, and purpose and enables perseverance. Joined with confidence, self-management can build the internal strength that translates to resilience when students are confronted with challenges and obstacles. Students also must be adaptable to change, and to be able to approach change with wonder and as a challenge, not with trepidation. They are able to problem solve in order to overcome obstacles--they are agents of their success.

SELF-DIRECTED LEARNERS

We believe that school should change along with the rest of the 21st century world. Life in the new economy requires an entrepreneurial mindset. It is no longer enough to just sit passively and

follow directions in school. Students must learn self-direction—they must set goals and meet them, manage their time effectively, and self-advocate when they need help. They must work independently, choose what they want to work on, and follow their passions.

CRITICAL INDEPENDENT THINKERS WHO MAKE INFORMED DECISIONS

A 21st century economy, as well as a 21st century school, relies on higher order thinking skills. Students must be able to ask and answer complicated questions, solve problems, find and use evidence, apply information to new situations, construct arguments, think qualitatively and quantitatively, and reflect critically on their work and performance to inform future progress. They must work both individually and collaboratively to solve problems. To be critical thinkers they must be able to understand information presented and ask critical questions to critique and probe what is presented, seek and evaluate evidence when reviewing information and present evidence when offering an interpretation. They must be able to adapt their presentation and their approach to different audiences, tasks, and purposes.

EFFECTIVE COMMUNICATORS IN ALL FORMS AND WITH ALL KINDS OF PEOPLE

In order to be successful in a 21st century, global, interconnected world, students need to be proficient in digital, interpersonal, written and oral communication. They also need to know how to choose which specific forms of communication at what times. These communication skills are intertwined with and reliant on social-emotional skills, as well as technological skills. Students need technical skills, an understanding of the protocols and norms of various digital tools, intrapersonal communication skills that allow interactions with a diverse group of people, and knowledge of how to use technology safely and responsibly.

CREATORS AND INNOVATORS

We must prepare our students for a rapidly changing world, in which they solve problems and create solutions. Students need to identify problems and then create out of the box solutions. Additionally, students need to embrace an entrepreneurial spirit--they must see different angles, be adaptive and agile and think like creators, in world that is constantly evolving. They need to ask not only "why" but "why not." Finally, students must not only learn from failure but embrace it as positive, in order to ensure progress.

Because we expect our students to be leaders in a 21st century world, we also apply 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 are constantly "iterating." We also provide a maker space for students 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 STEAM fields.

COLLABORATIVE TEAM PLAYERS THAT CAN BOTH FACILITATE AND PARTICIPATE IN COLLECTIVE EFFORTS

EBIA is also committed to helping its students recognize the importance of, and their personal responsibilities to, their communities. The EBIA students of today will grow to be the educated citizens and leaders of this community tomorrow. To be an effective citizen of our increasingly global and multicultural society, students must be able to work productively with others from different backgrounds, experiences, and perspectives, and be effective in teams. To do so, they must have exposure to those that are different from them, be able to listen attentively, have empathy for others, acknowledge and learn from different perspectives, and be open to criticism and feedback. A positive citizen is able to manage and resolve conflicts and work productively across difference, and ultimately, they are able to see difference as an opportunity to learn and grow. They will be able to listen respectfully, work through interpersonal challenges, and collaborate productively with others.

HOW LEARNING BEST OCCURS

The academic focus of EBIA is a rigorous, college preparatory, STEAM based 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 EBIA believes learning best occurs. While emphasizing inquiry-driven, interdisciplinary, collaborative projects based around the California State Standards, significant time and resources are invested into programs that develop students' social-emotional skills and character strengths. Through blended and project-based learning, our program is differentiated and personalized to meet students' individual needs and interests.

Through our STEAM and technology/innovation emphases, along with our support of social emotional learning, EBIA provides students with the skills required to graduate from college, compete in the global economy, and contribute to and build a diverse society. Students 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.

In order to succeed, high need 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. Our program provides this.

- Research has also shown that students succeed and stay in school when they have one close, ongoing relationship with an adult on campus.[13] Our advisory program provides this relationship and mentoring. Best practice has also shown that students are more likely to

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[13] http://www.tc.columbia.edu/centers/ncrest/Aera/aera2005_Advisory.pdf

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.[14]

- 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.[15]
- With our incorporation of Restorative Justice practices in school year 2017-18, we aim to actively work against "the school to prison pipeline" for our males of color.[16]
- 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.

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[14] http://casel.org/why-it-matters/benefits-of-sel/sel-academics/
[15] http://www.hamiltonproject.org/files/downloads_and_links/Messacar_final.pdf
[16] https://www.tolerance.org/magazine/spring-2013/the-schooltoprison-pipeline

INSTRUCTIONAL MODEL AND KEY ACADEMIC PROGRAM FEATURES

EBIA's instructional model combines components of project-based and expeditionary learning, blended learning, and some traditional learning. It is standards-based, 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 21st century readiness skills we are cultivating are collaboration, communication, innovation, problem solving, critical thinking, and creativity. We 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.

Below we detail each instructional component of our model.

EBIA reflects 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 and cultural and socio-economic backgrounds. 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. Currently, our students represent all of the zip codes in the city of Oakland. Our diverse by design model aims to both reduce the achievement gap as well as prepare all students for a global world.

Recent research shows that all students benefit from diverse classrooms. (Please see *Appendix 1.50 P. Century Foundation: A New Wave of Social Integration*). Additionally, a recent *New York Times* article as well as a recent "This American Life" podcast detailed research from the Economic Policy Institute that shows that one of the best ways to reduce the achievement gap is to integrate schools. Furthermore, researchers have noted that students' exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings, lead to improved cognitive skills, such as critical thinking and problem solving. Based on both the above research and on practical experience over our first charter period, we believe that having a diverse student body makes for a stronger learning environment and a stronger community. EBIA's student demographics aspire to mirror the population of Oakland in all ways--racially, ethnically, socio-economically and in terms of educational needs. Our recruiting plan below in Element 7 describes the various ways we make this happen. We are diverse by design, meaning we believe that student success is dependent on a heterogeneous student body.

There is a large body of evidence that finds that students are more prepared for an interconnected, rapidly changing global world when they learn to work in diverse teams. There are important *educational benefits*—cognitive, social, and emotional—for *all* students who interact with classmates from different backgrounds, cultures, and orientations to the world. This research legitimizes the intuition of millions of Americans who recognize that, as the nation becomes more racially and ethnically complex, our schools should reflect that diversity and tap into the benefits of these more diverse schools to better educate all our students for the twenty-first century."[17] Furthermore, studies of diverse schools find that middle school students in particular report less vulnerability, loneliness, insecurity and bullying when in diverse schools.[18]

Furthermore, it is not just students-of-color or low-income students who benefit from diverse schools. White students actually may benefit more. Test scores either stay steady or increase for white students in diverse schools. Social-emotional skills such as empathy and working in teams increase. And finally, graduates of diverse schools tend to be more effective in the workplace,

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[17] https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/
[18] http://www.scpr.org/news/2017/06/21/73095/new-research-student-well-being-higher-in-diverse/

because they are able to understand diverse perspectives.[19] A recent report from NewSchools Venture Fund[20] also details the benefits of intentionally diverse schools. The report highlights that such schools create a culture of belonging and increase equity.

The Poverty & Race Research Action Council's report "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" also 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."[21]

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 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."[22]

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[19] https://www.motherjones.com/politics/2016/01/white-kids-benefits-diverse-schools/#
[20] http://www.newschools.org/wp-content/uploads/2017/10/Creating-an-Intentionally-Diverse-School-Lessons-Learned.pdf
[21] 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
[22] 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

Recently, there has been a movement to create Diverse by Design charter schools.[23] Many successful high performing charters, including Valor Collegiate (TN), Summit Public Schools (CA), Denver School of Science and Technology (CO), High Tech High (CA), Citizens of the World (CA, NY, MO) and Bricolage Academy (LA) have purposely diverse student bodies that are reflective and representative of their communities. These schools have all shown tremendous success for all students.[24]

Here are the components of our diverse by design model, which we believe will both reduce the achievement gap and help best prepare students for college and beyond:

RIGOROUS COURSE LOAD

Our academic program is grounded in the belief that all students should have the opportunity and the preparation to go to and succeed in the high school of their choice and 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. All students are enrolled in requirements that meet UC A-G and all students must take at least one AP course. EBIA offers additional support and challenges when appropriate through student grouping, personalized learning and differentiation, after school support, intervention and remediation during Intersession and offering summer school to ensure that all students are college ready. We 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 be prepared for college.

FULL INCLUSION MODEL

There is no tracking at EBIA. All students, including students with disabilities and English Learners, are in the same courses and are supported as they complete high level college preparatory coursework. Students are supported by differentiated and small group instruction, as well as resource teachers. We make office hours available to all students where teachers offer individualized support to students.

EXPLICIT COMMUNITY BUILDING

In order for a heterogeneous and diverse by design model to be effective, students must learn to work with others different from themselves. This requires knowing each other well, being empathetic and receptive to, and accepting of, differences. It also means that students can accept a diversity of perspectives. We do explicit and extensive community building at the start of school, in advisory, and in Mornings Meetings and Celebrations, as well as Innovator Norm awards. We have First Fridays, run by students, which is a celebration of art, music and achievements as well as a community building event.

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[23] http://diversecharters.org/
[24] http://educationpost.org/diverse-by-design-these-charter-schools-show-what-integration-looks-like-and-why-it-matters-for-kids/

TEACHING OF SOCIAL EMOTIONAL SKILLS, INCLUDING COLLABORATION

In our project-based learning model, students consistently work in heterogeneous groups. We use components of group work, or complex instruction[25] for students to work in teams throughout all instruction. Our end-of-year Capstone projects also require students to identify and solve problems and create solutions in diverse teams. In all of our classes, including advisory, we continually work on the skills needed to work in diverse teams. Further, our academic policy includes grade categories of collaboration, agency, written communication, oral communication and knowledge and thinking.

CULTURALLY COMPETENT TEACHERS AND MATERIALS

Our student body mirrors the population of Oakland. Meaning, we have students from all racial, ethnic, socioeconomics and language backgrounds. Part of teaching these students well is having the cultural competence, and/or knowledge of their backgrounds. This goes hand-in-hand with community building and developing deep, personal relationships with students and their families. However, it also has implications for instruction, teaching and learning.

Recent research shows that Culturally Relevant Pedagogy also known as Culturally Relevant Teaching (CRT) has tremendous success in working with culturally and linguistically diverse student populations. This academic success stems from CRT's belief that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, interesting, and are learned more easily and thoroughly. In addition, EBIA recognizes that schools are socializing institutions that mirror the greater society's culture, values, and norms. Thus, the unequal power relations among various social and cultural groups at the societal level are usually reproduced at the school and classroom level, unless concerted efforts are made to prevent their reproduction. We will continue to work as a community so that our school culture does not reflect and maintain inequalities.

Cultural Competence (Teaching Diverse Students) is also a formal part of our teacher professional development and teacher evaluation rubric, and all staff participate in sessions in culturally responsive practices. We aim to select instructional materials that highlight a range of diverse cultures. Most importantly, because much of the learning is self-directed, students will be encouraged to learn more about one another's cultures through the books these choose to read, to write and share authentic stories from their lives and families, and to work together on projects.

PERSONALIZED LEARNING AND DIFFERENTIATED INSTRUCTION VIA TECHNOLOGY

EBIA seeks to change the "way we do school." We believe that the old "factory model" of education, where every student is moved through the system at a fixed pace and given the same content, regardless of his or her ability or interests, no longer serves students well. We know that students all learn at different paces, have different abilities, and come with different backgrounds. One of the most significant challenges of today's traditional school structure is that

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[25] http://cgi.stanford.edu/group/pci/cgi-bin/site.cgi

teachers are expected to personalize learning within a classroom of students who are the same age but who have wildly different abilities. It is not uncommon for a teacher to have some students who are reading at grade level, some who are years behind, and some who are years ahead. Those same students may be in different places with their math skills. The expectation that one teacher can create daily lessons that meets the needs of all of those students is daunting at best.

EBIA believes that the key to learning, and especially accelerated learning, is getting well-structured lessons in your Zone of Proximal Development (ZPD) and getting individualized support to practice and apply those lessons. A recent report from Competency Works and iNACOL outlined the importance of "meeting students where they are," to both prepare them for college and career and to increase engagement.[26] We believe it is unrealistic to provide ZPD learning regularly in the traditional school model. Therefore, we are using personalized learning model, using both blended learning and a Personalized Learning Plan. This addresses three needs:

- The level of differentiation and scaffolding required to serve all of our students;
- The programmatic structure required to authentically build capacity to self-manage learning and to build social-emotional skills; and
- The need to cultivate self-motivation and self-advocacy so that students can be agents over their lives.

Broadly, personalized learning is defined as meaning: increased student control over the time, place, path, and/or pace of his or her learning. Although the pedagogy is still somewhat nascent, schools across the country such as Summit Public Schools (CA), Roots (CO), Acton Academy (TX) Valor Collegiate Academies (TN), Mastery Charter (PA), Achievement First (NY, CT, RI), Lindsay Unified School District (CA) Match Education (MA), Milpitas School District (CA), Urban Promise Academy (Oakland, CA), MS 88 (Brooklyn, NY) have seen broad success with personalized learning. Personalized learning incorporates differentiated instruction using both online and offline (non-technology) instructional and strategies and takes a step further to address the entire school and the whole child, and to include even more choice and voice. Although it incorporates some aspects of blended learning, it is more than that.

A personalized learning model is effective in four key ways:
1. The adaptive nature of some software enables students to be receiving the targeted lessons and practicing the skills appropriate to their ZPD;
2. Content can be made accessible by adapting the reading or math level and providing scaffolding and supports;
3. Teachers can then focus their lessons and precious student time on developing and facilitating more challenging performance tasks, and building the skills dictated by the higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge (facilitating debate, discussion, inquiry projects, research and analysis) OR remediating in small groups; and
4. Students can own their own learning, making it much more effective and engaging.

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[26] https://www.inacol.org/wp-content/uploads/2018/04/CompetencyWorks-MeetingStudentsWhereTheyAre.pdf?platform=hootsuite

Initial results at organizations that have recently piloted personalized learning show that it helps to accelerate learning both for those who are behind and for those who need extension. It is also effective in enabling access to content because it can adapt to a student's level or provide immediate support and scaffolding with vocabulary words or concepts that are challenging, particularly for English Learners and students with learning disabilities.

Blended learning, a component of personalized learning, enables the following:

- *Repetition:* Students can repeat lessons as needed without the teacher having to reteach an entire class. For example, in a video, students can re-watch the video multiple times, if needed.
- *Student Ownership:* Students own their own learning, including successes and failures, and pursuit of interests.
- *Adaptivity:* Many online software programs will adjust the problems that a student sees based on whether they just answered correctly or incorrectly. The pathway through the curriculum is thus customized to each student's needs.
- *Failure as Motivation:* Many online software programs use game design to ensure that students stay motivated. Thus, students who are struggling receive encouragement to improve rather than messages of failure simply because they are moving at a slower pace.

Although blended and personalized learning is still somewhat new, recent research from the Rand Corporation and Silicon Schools, and summarized by Next Generation Learning Challenge, states that overall, personalized learning improves achievement. In particular, students in personalized learning schools surpassed national norms within two years.[27]

Silicon Schools wrote a summary report of the findings from their personalized learning schools over a five-year period, entitled "What We Have Learned." In their report, they found that Silicon Schools' portfolio of personalized learning schools significantly outperform the top quartile of schools in California, as well as California's charter schools and district schools.[28] These findings were even more pronounced for Black and Latino students. However, they also found that students do better when personalized learning is also paired with heterogeneous groupings, which EBIA does during project-based learning and class time.

The personalized learning program at EBIA works as follows:

- Students set goals in their Personalized Learning Plan (PLP) with teachers based on assessments each trimester (formative, summative, external) and personal interest (passions) aligned to standards. Students set goals in the PLP for academics, SEL, and career.
- Students work on blended learning programs during Independent Learning Time (ILT). See below for more information.

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[27] https://www.rand.org/pubs/research_briefs/RB9994.html
[28] http://www.siliconschools.com/wp-content/uploads/2017/09/All-That-Weve-Learned-Silicon-Schools-Fund-1.pdf

- Regularly, students are placed into groups and a rotation based upon progress towards these goals or based on data from assessments (either MAP data or blended learning data).
- Advisors and teachers check in regularly (weekly) with students to track progress and to help students reach their goals.
- Students who are not on track may receive intervention or remediation during independent learning time, or during one of many support structures.
- PBL and Capstone projects can also be based upon, or related to, these goals, meaning, students may pick a Capstone that is related to a career goal or interest or an Intersession that allows them to pursue their passion. Students may also do a PBL experience that is in line with their interests.

In addition to our regular classrooms where students work on project-based learning, students will be in rotations between small group instruction, and Independent Learning Time. During Intersession, students will be often outside of the school walls in non-traditional, experiential learning spaces such as farms or in nature, museums, workplaces, or theatres. In the high school years, students may take courses off campus at a local community college or online, especially if it is a course that is not easily available (such as a world language other than Spanish).

All students have a Personalized Learning Plan that documents their short and long-term academic, and SEL goals as well as long term personal and career goals. Teachers receive extensive professional development on how to set goals with students, how to track progress, and how to intervene. Families are involved in the goal setting process and also assist in tracking progress towards goals.

Students are coached (by their advisor and teachers) on how to make the best decisions in order to excel and how to monitor their progress. 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 gain increasing opportunities to personalize their learning in later high school years from how they use their time during the school day, to the focus and content of their research projects.

Please see Appendix 1.40 Student and Family Handbook for a Typical Day for a Student and Appendix 1.42 and 1.42a for both Upper and Lower School Daily Schedules.
Please see Appendix 1.10-1.13 for a PLP Conference Agenda, PLP Web site checklist, Student PLP Handbook, and Advisor PLP Handbook.

INDEPENDENT LEARNING TIME (ILT)

A key component of personalized learning is Independent Learning Time (ILT), which is self-directed learning. While some of our personalized learning time will be focused on data, including adaptive online programs and small group intervention, the students guide some learning time. We do this through a gradual release model wherein at the Lower School students are assigned subject specific ILT periods. During these periods they work on subject-specific, personalized learning tasks (e.g. news articles at their literacy level, math practice problems at their math standards level). As they move to the Upper School, this time becomes more student driven. Students have assigned ILT time organized and facilitated by their advisor. They work on whatever they need to meet their personal, interest, and academic goals, which includes personalized tasks, checking in with teachers or meeting with our Director of College Readiness. We expect that student set an agenda for this time.

The goal of ILT is to teach students how to be independent workers, how to set goals and to reach them and how to manage and organize their time, and ultimately, how to own their learning. We recognize that students sometimes need to learn at their own pace and on their own path. Students cannot be prepared for an ever changing, 21st century world, without the skills to be an independent learner. We explicitly teach children the tools and skills they will need to be successful during this time such as: making a plan, what to do when you get stuck or don't know what to do, how to balance your time, and how to base your time around your goals.

GRADUAL RELEASE

During independent learning time, EBIA uses the method of gradual release (I do/we do/you do), especially in the Lower School. During whole class or small group learning, teachers guide students in how to do independent work or practice during independent learning time. Furthermore, as students progress throughout the program, students 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 University,[29] 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."[30]

PERSONALIZED LEARNING PLANS

PLP is the tool at the heart of the EBIA program. The PLP is the product of a goal setting process that each student is coached through by his/her advisor. Each trimester, the advisor, student, and student's family meet for about an hour to develop the document. The PLP meetings are required, and every effort is made on the part of the advisor to schedule time with the family, accommodating schedules with the following options, if needed: home visits, weekend times,

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[29] 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.
[30] Buehl, "Scaffolding," Reading Room, 2005

after school, video chat, and whatever needs to be done to ensure this meeting happens. We know our families well and will work with them to meet their needs. The PLP process starts with the end in mind: students and their family start by discussing and setting goals for what type of life they envision for themselves. What are your interests? What kind of things do you love to do? How can you build skills for job of the future? What qualities will they be known for? How will they give back to the world? How will they support their community? From these questions, goals are set that need to be met in order to achieve. Goals are then backwards planned to "what does your weekly schedule need to look like in order to meet your goals?" 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 effect over time for both families and scholars is significant: EBIA students 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.

PROJECT BASED LEARNING

Project-based Learning (PBL) is a key component of 21st century learning. In order to best prepare students for a 21st century world, we need to provide opportunities for deeper, more engaging, authentic, and relevant learning that require students to show both mastery of content as well as higher order thinking skills such as application, evaluation and creation. Many schools across the country, including High Tech High, the Expeditionary Learning schools, and New Tech Network have been highly successful using project-based learning. PBL is inquiry based around a central question, and results in students engaging in authentic learning that is relevant to real world experiences and results in a product.

According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following:[31]

- students learning knowledge to tackle **realistic problems** as they would be solved in the real world
- increased **student control** over his or her learning
- teachers serving as **coaches and facilitators** of inquiry and reflection
- students (usually, but not always) working in **pairs or groups**

"There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused interdisciplinary learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn." Additionally, when done well, "PBL increases long-term retention of content, helps students

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[31] https://www.edutopia.org/pbl-research-learning-outcomes

perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning."[32] We believe that project-based learning is critical to our mission of preparing out students to be innovators and problem solvers in a 21st century world.

The Buck Institute, a leading research institute and provider of curriculum for interdisciplinary and PBL, has found that inquiry-based learning is proven to be more effective in preparing students for standardized tests, in assisting students to integrate and explain concepts, and in improving students' mastery of 21st century skills.[33] It has also been found to be particularly effective with lower achieving students, because of the focus on personalization and the larger, long-term projects focus on a wider range of skills and interest. As Jeff Robin from High Tech High states, students "get to work on what is sticky for them," or what they are most interested in, and what best aligns with their competencies.

Students may also incorporate design thinking to identify a problem and brainstorm, and then create solutions. The process is outlined in the graphic below from the Buck Institute.

Figure 24. Buck Institute Project-Based Learning Process

Research has found that inquiry-based learning is more engaging for students than traditional learning, due to the fact that they have more of a "choice and voice," in the topics they choose, as well as the deeper learning experience. Students tend to retain more information, acquire long-term skills such as research and evaluation, and are better able integrate and explain concepts. Research indicates that integrated learning: 1) has a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; and 2) benefits students by increasing their motivation and engagement.

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[32] https://www.edutopia.org/pbl-research-learning-outcomes
[33] https://www.bie.org/object/document/a_review_of_research_on_project_based_learning

EBIA's PBL curriculum is inquiry-oriented in order to prepare students to be innovators in a 21st century economy, to provide deep understanding, to make connections amongst subject areas, skills, and content, and to allow students to apply and build on what they know. Additionally, PBL is a key component of social-emotional learning, particularly executive functioning via project planning and collaboration. Students engage in PBL experiences every six weeks within each content area, as well as year-end, multidisciplinary Capstone Projects. Our Capstones are long-term, "real-world," collaborative, interdisciplinary learning experiences that culminate in authentic products that students present and defend at end of year exhibitions. The Capstones also include authentic products to be placed in digital portfolios, or standalone digital products.

Many of the projects are interdisciplinary. Our projects are based on Kolb's theory of Experiential Learning, and also incorporate many principles of design thinking. Within projects, students experience multiple forms of instruction, including direct instruction, group work, labs, pair work, etc. They also receive content-based skills instruction. These project-based learning experiences are teacher designed. We have a partnership with High Tech High and we regularly use resources from the New Tech Network, both leading providers of Project-based Learning.

EBIA's goal is to prepare innovators for a world in which we don't know what jobs will exist in the future. Jobs in the STEAM fields are expected to grow by at least 8.9% percent each year until 2020, and have grown 24.4% over the last decade.[34] Therefore, EBIA has built into its program several components that support innovation and preparation for the STEAM fields.

1. DESIGN THINKING EMBEDDED IN THE CURRICULUM

Design thinking is used by several companies, particularly technology companies, as a way to solve problems and iterate. The phases of design thinking include empathy work, brainstorming, designing a prototype, testing the prototype and then iterating and improving.

Figure 25. Design thinking
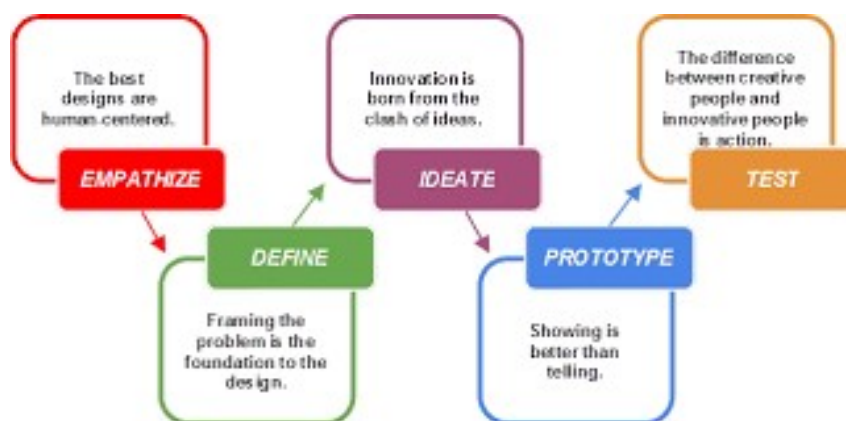
In order to prepare students to be innovators and to be successful in the 21st century workforce, design thinking is woven throughout our project-based learning experiences as well as our Capstone projects. We pull from resources such as IDEO's Design Thinking for Educators,[35] the Frog Institute, and the Stanford school. Our partners, High Tech High and the New Tech Network, also integrate design thinking into their project-based learning experiences. We pull heavily from their resources and projects.

2. REQUIRED ART AND DESIGN COURSE

Before our launch in August 2014, in an effort to teach the whole child, we added the "A" or Art, into our STEAM based curriculum. There is a wide swath of evidence showing that arts improve educational outcomes, cognitive and social emotional skills, and increases engagement, particularly for low incomes students and students of color.[36] Research also shows that integrating art into STEM based education actually increases creativity. It also widens the lens

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[34] http://www.esa.doc.gov/reports/stem-jobs-2017-update
[35] https://designthinkingforeducators.com/
[36] https://www.nytimes.com/2013/11/24/opinion/sunday/art-makes-you-smart.html

of the STEM fields so that they can be applied to other disciplines. For example, students may learn to code so that they can create digital designs, or do digital effects in movies. Students can see that a solution to a problem may be an arts-based solution—for example, re-designing an entry way or painting a mural as way to improve a space. The arts also provide an on-ramp for disadvantaged students into STEM.[37] If students can see that they can use engineering, science or math for creative pursuits, they may be more likely to pursue the STEAM fields.

3. TECHNOLOGY EMBEDDED THROUGHOUT THE PROGRAM

In order to meet our mission, technology is a key component of our model. We have access to Chromebooks through the school day 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 researches and implements proven technology to provide adaptive instruction, practice, and assessment in a manner that is differentiated for each child. We 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 are also 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. Finally, technology is key to setting goals and monitoring progress. The PLP is a living, changing document that lives on tools such as Google Drive.

EBIA has been intentional about considering the best use of technology in curriculum and instruction. In other cases, more traditional approaches using pen and paper is the best approach. For example, students use paper math journals, and also learn to take notes with pen and paper.

Please see Appendix 1.22 for a current list of EBIA's Educational Technology Tools.

4. "MAKER SPACE"

In order to promote "free thinking" and innovation, EBIA has created a makerspace. Research defines a makerspace as "a physical location where people gather to share resources and knowledge, work on projects, network, and build."[38] It is a place for students to tinker, practice design thinking, build and problem solve. [39] Recently, makerspaces have also evolved into FabLabs, as designed by MIT to innovate and create. EBIA's Maker Space includes a designated space, tools and teacher support to assist students in designing, making, building as part of their project-based learning across all core courses.

As discussed by Daniel Pink in *Drive,*[40] 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

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[37] https://www.edweek.org/tm/articles/2014/11/18/ctq-jolly-stem-vs-steam.html

[38] http://renovatedlearning.com/2015/04/02/defining-makerspaces-part-1/

[39] http://cdn.nmc.org/media/2015-nmc-horizon-report-k12-EN.pdf

[40] Pink, D. Drive: The Surprising Truth About What Motivates Us, Penguin, 2011.

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 enjoy themselves![41]

Our makerspace is tied into our art and design course and our project-based learning experiences. It is also open at other times in the day (including after school) for students to innovate, tinker and create, and is supervised by the art and computer science teachers.

5. 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 take one Computer Science course in middle school and in high school.[42]

These courses work to support both academic and non-academic skills. Possibly the most important of the non-academic skills for coding 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 STEAM 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. Finally, coding promotes expression, they can communicate new ideas and demonstrate creativity.[43]

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."[44] Coding also teaches students to think critically: "code

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[41] http://www.edudemic.com/2013/05/10-reasons-to-try-20-time-in-the-classroom/
[42] Tough, 2012.
[43] http://now.tufts.edu/articles/manifesto-kids-code
[44] Dan Rowinski: http://readwrite.com/2012/05/17/computer-programming-for-all-a-new-standard-of-literacy

literate kids stop accepting the applications and websites they use at face value, and begin to engage critically and purposefully with them instead."[45] The coding requirement meshes with our core beliefs by teaching critical thinking and the characteristic of perseverance. A required coding class also helps to narrow the achievement gap. [46] Not only with low-income students and students-of-color, but also increasing the number of women in STEM. Currently we have a dire shortage of both women, Latinx and African Americans in the STEM fields. If you expose girls and students of color early to the STEM fields, they are more likely to see it as a viable career path. [47]

6. CREATION OF DIGITAL PRODUCTS

As described above, as part of their Capstone projects, students either have to represent or publish their products digitally (online or in a digital portfolio) OR they have to create an actual digital product (application, program, device, etc.). In alignment with the AP Capstone program, students are expected to present and defend their work. These digital products are presented at exhibitions at the end of the year, as part of the Capstone. 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. As part of the AP Capstone program, students present and defend their portfolios in front of a select group of faculty, community members, parents, peers and their advisor. Finally, digital portfolios are built into the PLP process, and students also document their work on project-based learning through the PLP.

7. GRADUATION REQUIREMENTS BASED ON STEAM FIELDS

In addition to the design and coding classes, students have math and science requirements that exceed A-G and the Common Core State Standards. Students must complete a computer science and an art course in both the lower and upper school.

Please see Graduation Requirements below.

SOCIAL AND EMOTIONAL LEARNING (SEL)

To be successful in a 21st century world, as well as to be innovative and to develop agency, students must have strong social emotional skills as well as academic skills, and explicit social emotional education can teach these skills. Research from Paul Tough and the Brookings Institution show that teaching social emotional learning and habits of success, particularly: grit, resilience, and a growth mindset are key for all students, particularly those who are low-income and for students who have experienced trauma and toxic stress, as many of our students from impoverished families have. Trauma can create structural changes in the brain, which often manifests itself in low academic achievement or behavioral problems. As part of teaching the whole child, we will explicitly teach social emotional skills, in particular, strategies to deal with

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[45] Douglas Rushkoff: http://www.edutopia.org/blog/code-literacy-21st-century-requirement-douglas-rushkoff
[46] https://edsource.org/2016/teaching-math-with-computer-programming-can-help-narrow-achievement-gap/563371
[47] https://www.nytimes.com/2014/06/01/opinion/sunday/how-to-get-girls-into-coding.html

toxic stress and those that provide students with the ability to be resilient and successful. We also wanted to provide students with the skills and abilities to make better choices surrounding behavior. Furthermore, the key 21st century skills of collaboration, communication, flexibility and critical thinking are closely aligned with social emotional skills of self and social awareness as well as relationship skills. Teaching social-emotional skills allows all students to be successful.

Recently, research has proven that just as there is Maslow's hierarchy of needs, there is also a hierarchy of learning needs, with mindsets, learning strategies and habits coming before high-quality instruction. First and foremost, there is the growth mindset, popularized by Carol Dweck at Stanford University:

> *"Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard."*

For students to engage in rigorous, 21st century work, they must have the ability to persevere and to work hard—to complete their work and to not give up, even when presented with challenges. They must not say "I can't do this" but instead, "I can't do this *yet.*" These academic struggles mirror the challenges that our students see in everyday life; even when their personal lives are difficult, they must get up every day and go to school, ready to learn. This mindset is also key to cultivating innovation. Other key mindsets for success include a sense of belonging in the community, a belief that students can succeed and an understanding that their work is relevant.

The key learning habits are a mix of both the 21st century skills of collaboration, creativity, critical thinking, and communication as well as the key social and emotional skills of self-awareness, self-management, and social awareness. Essentially, "we must teach children how to learn," including how to learn independently and collaboratively, as well as what to do when they have not mastered a skill or content. Personalized learning, self-directed learning, project-based learning, and the increased rigor that occurs with the transition to the new CA state standards aid in this goal. Finally, the explicit teaching of Social Emotional Learning (SEL) content and skills, which we detail below, enable students to learn key learning habits. It is also important to note that we believe that these skills are important for *all* students to show long-term success, and not just those that are struggling.

The Collaborative for Academic, Social and Emotional Learning (CASEL) outlines five competency clusters for social emotional learning as: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The program at EBIA is designed to provide all students with the aforementioned skills, knowledge, and character foundation, thus preparing them to be productive, responsible, and well-educated members of 21st century society.

Turnaround for Educations Building Blocks for Learning also outlines similar, but more detailed, skills. [48]

EBIA uses a combination of the Oakland Unified School District (OUSD) SEL standards and the Illinois SEL standards. The OUSD standards are aligned to CASEL and focus on self-awareness, self-management, social awareness, relationship skills and responsible decision making and have a K-12 continuum. The Illinois SEL Standards serve as a guide because they have developed a K-12 developmental continuum that culminates in students demonstrating the following critical life skills:

- Develop self-awareness and self-management skills to achieve school and life success.
- Identify and manage one's emotions and behavior.
- Recognize personal qualities and external supports.
- Demonstrate skills related to achieving personal and academic goals.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships
- Recognize the feelings and perspectives of others.
- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others.
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- Consider ethical, safety, and societal factors in making decisions.
- Apply decision-making skills to deal responsibly with daily academic and social situations.
- Contribute to the well-being of one's school and community.

We are also in the process of integrating the CA Social Emotional Learning Guiding principles into our programs.

Please see Appendix 1.14 and 1.15 for our Social-Emotional Learning (Innovator Norms) Rubric.

In addition to the formal structures listed below: (advisory, PLPs, the Innovator Norms, Intersession, Restorative Justice) Social-Emotional Learning, as well as explicit teaching of a growth mindset, are woven into almost every aspect of life at EBIA. We approach the development of social emotional skills, using both student-centered and environment-focused approaches, in the following ways:

- *Independent Learning Time:* Our model allows for students to work independently, and to build the skills of grit and drive, as they will need to keep working, and try again, or ask for help, until they reach mastery.

- *Integration of Social-Emotional Learning into PBL:* All long-term projects have a focus on at least one of the aspects of social-emotional learning, for example, and students need to show evidence of growth on at least one area in their final product such as collaboration or agency.

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[48] https://www.turnaroundusa.org/what-we-do/tools/building-blocks/

For Capstone projects, students include reflections on which social-emotional skills they used and how they grew.

- *Social-Emotional Learning Screeners:* in order to best support struggling students, we have begun to use screeners such as Covitality and University of California, Santa Barbara's health survey to determine needs and supports for our students.

- *Driver of School Culture:* All school culture norms and routines are centered around social emotional learning and the innovator norms (see below). Excellence on and examples on social-emotional learning are be regularly recognized and celebrated. Any behavioral issue includes a student reflection on SEL via our restorative practices and how they can improve both themselves and the community at large.

Please see Appendix 1.32 for our School Culture Best Practices.

We are using curriculum such as the Whole Human Project, Wildwood, and High Resolves, and we have partnered with Seneca to complete school culture surveys. We are continually researching leaders in advisory and social-emotional programming such as the Character Lab, Transforming Education, EL Education, Summit Public Schools (CA), Valor Collegiate Academies (TN), Nueva School (CA), and CASEL to determine what are the best tools, programs, and curriculum.

ADVISORY

In order to provide support and choice, every EBIA family is paired with a school educator who will stay with the family throughout their years at the Lower School, and then again at the Upper 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 is 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 every morning for 30 minutes with an additional SEL period weekly, 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 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.

Advisory curriculum taught by advisors each week integrates 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 is faculty modeling and on using culturally relevant role models as inspiration for living with high SEL. Advisory meets four times

per week for 30 minutes and for 90 minutes once a week. There is also additional advisory time during orientation at the start of the year, specifically for community building.

Please see Appendix 1.42 (Lower School) and 1.42a (Upper School) 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 Health. We are using the High Resolves Framework to guide our advisory curriculum.

The main areas of Advisory are:

- **Academic Literacy and Check-ins:** A major role of the advisor is to ensure that students are on track, both academically and social-emotionally. We use time in advisory to check in on data and PLP goals. Students also learn study skills such as note taking, organizational skills, and planning. This 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. This also includes Mindfulness as a way to teach self-awareness.

- **Community Building:** As part of learning to work with others who are different from themselves, students with 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."

- **Current Events:** As part of a way of processing and learning about major world events in small groups, we have current events discussions such as "Newsday Tuesday."

Advisory will be assessed using the SEL (Innovator Norms) rubric.

Please see Appendix 1.14 and 1.15 for EBIA's SEL (Innovator Norms) rubric, and Appendix 1.30 for Advisory Curriculum Scope and Sequence.

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.

Please see above on page 87 for more information on Personalized Learning Plans.

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.[49] 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. [50] The character traits that EBIA seeks to cultivate, listed below, were based on this research. These character traits, as well as the SEL skills listed above, form the basis for our character development, another aspect of how learning best occurs at EBIA.

At EBIA we refer to these character traits as **Innovator Norms**. Our behavior policies and systems are also based around these Innovator Norms, as are many of our school awards and celebrations.

Our six Innovator Norms are woven throughout our culture, classrooms and community. Students receive awards for Innovator Norms, set goals in the PLP for the Norms, and behavior conversations are centered around the Norms.

- **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:** eagerly desiring to know and learn; to take initiative and to be inventive.

- **KINDNESS:** being considerate or helpful.

- **RESPECT:** honoring or being considerate towards self, property, and others.

- **CONSCIENTIOUSNESS:** 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.

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[49] Seligman, M. Authentic Happiness, 2002
[50] Tough, P. How Children Succeed: Grit, Curiosity and the Hidden Power of Character. 2012.

- **LEADERSHIP:** 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.

EBIA continually recognizes students, faculty and staff who demonstrate the Innovator Norms. The Innovator Norms are written into both teacher rubrics and student SEL rubrics. Additionally, each trimester EBIA holds Innovator Awards, for students who exhibit these norms.

Please see Figure 18 for the Innovator Norms 'Look-for's and Appendix 1.14 and 1.15 for the Innovator Norms Rubrics.

COMMITMENT TO RESTORATIVE JUSTICE

In recent years, many schools, especially those in the East Bay, have moved away from more traditional behavior policies towards Restorative Justice Practices. This entails the student who committed the infraction apologizing to their classmates and the rest of the community, and listening to how their behavior may have affected others. It may also be seen in reflective conversations with teachers, or community circles. We believe that these circles may have a preventative use as well—students can see how their actions affected others and will be hopefully less likely to repeat the same poor choices and/or will be less likely to commit the behavior infraction themselves.[51] Restorative practices also build the skill of apologizing, making amends, listening, accountability and empathy, positive behaviors that may enable students to think twice before they commit a negative behavior.[52] The focus is on building relationships and community. It also works on being reflective (self-awareness), making responsible choices, and thinking about how your behavior affects others and the community as a whole (social awareness). Students feel that they are part of a supportive community that they would not want to "let down." Restorative practices also serve as a healing process and to re-integrate students into the community.

We are working with partners such as SEEDS, Alameda County Schools Health Coalition, and Seneca to create these systems and practices.

Restorative Justice practices are used during Advisory circles, in behavior conversations in both the classrooms and after-school, and with families.

Please see Appendix 1.33-1.35 for our Restorative Justice Behavior systems.

MORNING MEETING

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[51] https://www.edutopia.org/blog/restorative-justice-resources-matt-davis
[52] http://schottfoundation.org/restorative-practices

Each week, students gather as a community. One of the most powerful drivers of culture and academics in many high-performing schools is the all-school meeting. EBIA uses the Morning Meeting to create a positive, focused mindset for all community members. The meetings are 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)

- Stories and examples of Innovator Norms in action

- Shout-outs and appreciations of fellow community members

- Student lead community building activities

The Morning Meeting lasts approximately 30 minutes and includes 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 obtain prior approval from faculty members and can be used as evidence of learning for projects or social emotional learning goals.

ASSESSMENT

The school plans to assess the effectiveness of the SEL curriculum by collecting data on student engagement and behavior incidents, whether or not students met their goals, as well as through student, parent and faculty surveys. We continue to work with national leaders in this field, such as Seneca, PEAR Institute, and Transforming Education, to determine the best ways to measure and assess.

Students at EBIA participate in three weeks of elective courses, projects and/or internships that are run in collaboration with community organizations and local businesses. We currently have over 80 community organization partners! Students have the opportunity to explore an area of passion and gain real world experience, often with professionals from the field. Our Intersession program provides opportunities for deeper, hands on, authentic learning. We have modeled our program after successful intersession at High Tech High, Summit Public Schools Expeditions, and EL Education.

Recent research shows that authentic, hands-on learning is essential for preparing students for a 21st century workforce.   California ConnectEd published a report that identifies college and career readiness in four strands: knowledge, skills, productive dispositions and behaviors, and educational, career and civic engagement.[53] Harvard's 2014 *Pathway's to Prosperity* report also discusses the importance of using high schools to prepare students for tomorrow's job market.[54] Our intersession program seeks prepare students for career and civic engagement. It also helps students explore career paths and identify skills, interests, and strengths that may not be readily apparent in a more traditional classroom. In our Upper School, we require students to link their intersession experiences to complete the needed activities required to prepare for college and to build career and college goals and topical interests. Intersession also teaches key professional skills such as written and verbal communication and collaboration. The projects and activities that students take on are designed and implemented to support the skills present in our project-based learning knowledge.

There are several types of intersession courses:

- Back to the Wilderness Camping Trips
- STEAM Based Service Learning Projects: students will learn STEAM skills and create a product that improves their world. Examples are: trash can art, social justice improv and helping with other intersession courses.
- Changemakers: opportunities focused on engaging in Kindness, Citizenship and Leadership, Conscientiousness, and Respect.
- College and Career Prep: internships, and college 101 courses such as gender studies or creative writing, and at school internships such as instructional assistants.
- College Application Preparation: including creating lists, test preparation, and essay writing.
- Social Entrepreneurships and Internships
- Independent Study: students can do internships at local partnerships.

EBIA has been able to ensure the high quality and rigor of our intersession programs through strategic partnership with museum and career and technical (CTE) educators such as those from Chabot Space and Science Center, the Oakland Zoo and the Network for Teaching Entrepreneurship (NFTE). These partners come with decades of experience providing STEAM based instruction for students across Oakland schools. In coming years, EBIA will continue to

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[53] California ConnectEd: "College and Career Readiness: What do we Mean?"
http://connectedcalifornia.org/direct/files/CACR%20Version%20V1-2%20Apr%2012%202012_FINAL.PDF
[54] *Pathways to Prosperity:* http://www.agi.harvard.edu/pathways/CreatingPathwaystoProsperityReport2014.pdf

build on this work by further utilizing intersession as an opportunity for students to take on independent research, presentation and other skill building experiences aligned to our project-based learning model and grade categories.

Please see Appendix 1.65 for Intersession Community Letters which describe each intersession course, Appendix 1.61 for a list of intersession partners, and Appendix 1.62-1.63 Connect Project Application for Independent Study.

In the Upper School, students must apply for their intersession course, and link it to college and career goals. For 11th and 12th grade we provide specific time to work on complete college applications, prepare for standardized tests, research colleges, and application packet organization, and essay writing. Further, students are provided with the opportunity for credit recovery or academic intervention as needed, in partnership with our education specialists.

At the end of each intersession, students present what they have learned to the general public and EBIA community members. These artifacts are integrated into their Personalized Learning Plans (PLPs) and students are asked to make connections between their intersession experiences and their college and career readiness. Further, students complete self-assessments and they are also assessed by the intersession provider.

Please see Appendix 1.64 for Intersession Reflections and 1.604 for Intersession Presentations.

In the second charter term, the Intersession experiences will likely be re-imagined to achieve alignment with classroom experience, through project-based learning. Other plans for intersession involve increased focus towards college readiness experiences at the Upper School. In practice, this will look like students taking on independent community action research under the supervision of EBIA instructional staff, meeting with our Director of College Readiness to finalize personal essays as part of the college application process, or revising class-based projects to demonstrate mastery. Overall, EBIA seeks to use this time as an opportunity for students to more deeply demonstrate mastery and put their ideas into action for the betterment of self and their community. While in prior years EBIA has cast the net wide, partnering with dozens of organizations and building a wide array of STEAM-centered programming for students, moving forward our goal is to capitalize on those programs and experiences that best support our educational program and result in the strongest measurable pupil outcomes for our students.

EDUCATOR INTERSESSION

During intersession, teachers engage in professional development, with providers coming either from within the EBIA ranks or from outside experts. Teachers also spend significant time collaborating on curriculum and co-planning their courses. Finally, as intersessions occur at each trimester after a data cycle, dedicated time is spent analyzing student work and student data in order to properly plan and re-teach skills. Time is provided 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.

Please see the **Professional Development** section below for more information.

SERVICE LEARNING

Service Learning is key to our mission and plays a role in helping our students become problem solvers, change makers and active contributing members of society.[55] They are also able to engage in hands on learning, with real-world organizations who are working to improve the world.

In the Upper school, students are required to do 80 hours of service learning to graduate and complete service learning as part of their advisory program. Students must research places to volunteer, and discuss the impact their volunteering had.

In the Lower school, students may complete a service learning as part of advisory and during intersession. During Capstone projects, students may also identify a need for community service and may work that into their action plan or proposal.

Please see Appendix 1.31 for a Community Service Overview.

DATA DRIVEN INSTRUCTION

EBIA prides itself in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders. The EBIA Assessment approach is discussed in the Assessment Section below. In general, the following four-pronged approach to data- driven instruction will be taken at EBIA:[56]

1. All courses are **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 measure student progress toward those outcomes. These are aligned with the **most current and rigorous college-ready standards** (currently believed to be CA State standards, AP, and ACT standards). Curriculum Maps include a list of the course's themes and central questions, materials that develop those themes, standards for content knowledge and skills that students are expected to master, and assessments that measure levels of mastery.

2. We assess students **each trimester** via NWEA MAP and project-based assessments. We also use adaptive blended learning platforms to gather assessment and performance data.

3. All courses use **formative assessment regularly** to measure student's learning of the daily objective, usually through technology so that data can be stored.

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[55] https://www.edutopia.org/blog/what-heck-service-learning-heather-wolpert-gawron
[56] 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.

4. All educators receive **significant professional development and coaching** on how to analyze assessment data in order to create intervention and remediation 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. 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 are very well organized, and differentiated for each teacher and grade level. The process that we use for these days is outlined in the diagram below:

Figure 26. EBIA Data Assessment Cycle
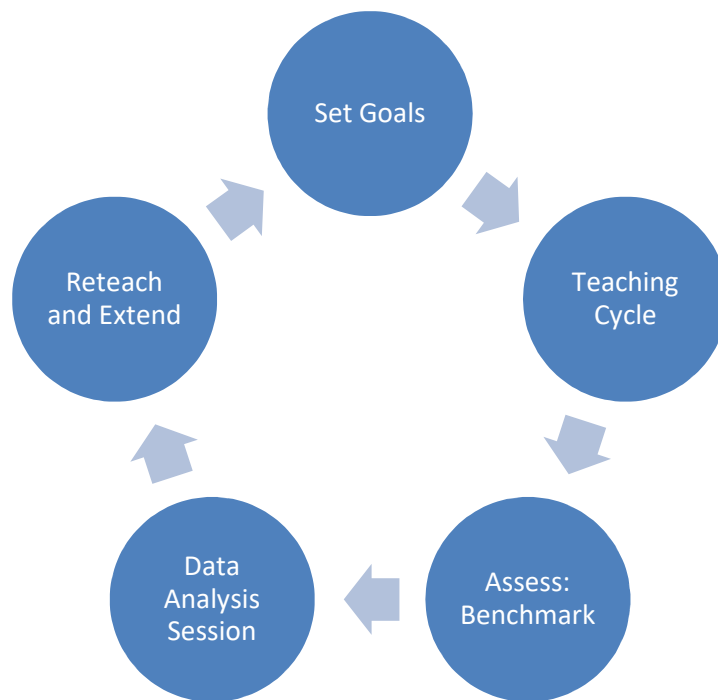
DATA ANALYSIS SESSIONS

Overview: These sessions are at the end of a cycle, which usually coincide with approximately one Unit of instruction. Teachers 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, Summer School)
  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
     - Work with students during their PLPs to set goals. See below for more information on PLPs.

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

- In-depth collaboration and sharing of teachers around successes and challenges

- In-depth work with school leadership on reflection and action plans

- 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 students 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 students 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 feels similar to the other sessions, but has less focus on planning for the next session. Rather; there is an increased focus on detailed reflection and sharing of what worked and what is needed 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 utilizes the following approach to train all faculty in data analysis:

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.

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 makes it a priority to hire 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 (and in summer PD) is on training all educators on how to use the technology tools to analyze data.

GUIDED PRACTICE WITH DATA

The main strategy for developing strong data analysis skills among the faculty at EBIA, is 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 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.

Please see Appendix 5.22 and 5.23 for more information on PD and Professional Educator (PEP) plans.

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 uses 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 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 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.

SCHOOL-WIDE AND SUB-GROUP ASSESSMENT

EBIA utilizes the Intersession periods to also analyze data at a school-wide level. Data is compared against other schools, and is also be compared for growth against previous years. This data is shared with faculty, students, parents, and the general public. EBIA aims to have high transparency with all of our data, and is be forthcoming in our areas of strengths and also our weaknesses. In addition, sub-group assessment is a 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.

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 have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession, as they have that time to focus on developing as professionals. Each teacher creates a Personalized Educator Plans ("PEPs") and the school supports each teacher to grow into a world-class educator during these extra hours of support. Teachers have a significant number of professional development days at the start of the year and during intersessions. A percentage of these professional development days are devoted to data driven instruction, but professional development is aligned with the instructional goals and vision of the Charter School as well as each teacher's professional education program. EBIA uses both external (such as High Tech High's teacher development courses) and internal experts to provide professional development.

Ongoing professional development includes 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.

In addition, professional development can involve the following:

- 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.

- Creating curriculum maps and Capstone projects.

- Co-planning and collaborating—participating in Professional Learning Communities.

- Culturally Responsive Teaching training

- 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.

Please see Appendix 5.21 for our Teacher Rubric, Appendix 5.22 PEP Goal Reflection Form, and Appendix 5.23 for a Sample Professional Educator Plan Tracker.

TEACHING STRATEGIES USED IN ALL SUBJECT AREAS

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. The EBIA lower 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 build skills in order for students to demonstrate proficiency in yearly grade exit standards.

Please see Appendix 1.51 for a sample scope and sequence and curriculum.

EBIA's strategies are centered on researched based best practices, as well as new innovations in education. 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 across all grade levels and subject areas:

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 is 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 Capstones will be differentiated by product and, oftentimes, by process.

DIRECT INSTRUCTION

Direct instruction is defined as the teacher presenting the lesson and students demonstrating their new skills or knowledge individually or chorally.[57] 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 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, small group work, or projects. For example, in the earlier grades, teachers explicitly teach proper norms, expectations and behavior around computer use, as well as how to take notes from an online resource. Or, a teacher may model a skill during project-based learning, or "frontload" content for a project.

GUIDED AND INDEPENDENT PRACTICE, "INDEPENDENT LEARNING TIME"

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[57] Association for Direct Instruction: http://www.adihome.org/adi-publications

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.[58] Independent practice may also be differentiated and adaptive to support students in the areas where they most need additional practice.[59]

Please see Personalized Learning Section above on page 87 for a more detailed description of Independent Learning Time (ILT).

GROUP WORK

Teachers work with small groups, pre-teaching or re-teaching specific standards. Groups 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 is mostly employed during small group time in Independent Learning or class 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.

Complex Instruction is a specific form of group-work that evolved from over 20 years of research at the Stanford School of Education.[60] 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.[61] This is mostly done

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[58] http://portal.ou.nl/documents/89037/89380/Garrison+%26%20Anderson+(2003).pdf
[59] Independent Practice is the last part of Fisher and Fray's Gradual Release Model.
[60] http://cgi.stanford.edu/group/pci/cgi-bin/site.cgi and Cohen, E. *Designing Groupwork* Teacher's College: 1994.
[61] Costa, A. The School as a Home for the Mind. Corwin, 2007.

through Project-based Learning and Capstones, but can also be integrated into smaller assignments, for example science inquiry lessons or analyzing primary source documents in history.

Please see above for Design Thinking integration.

CAPSTONE PROJECTS

Each year, students complete an interdisciplinary capstone project. The last three weeks of the school year, students work in the same team throughout all their courses on authentic, meaningful and well-scaffolded projects. Students choose a problem in their community to work on, and then research, create, and present solutions. These are based on social justice projects, AP Capstone and Youth Participatory Action Research. All Capstones include technological, writing and presentation components. At the end of the year, there are Expeditions where students present and defend their work to a panel of community members, including outside experts. The Capstone also include a reflection of what students have learned, their collaboration and project management skills, and how they grew on the SEL standards and Innovator Norms.

Please see Appendix 1.52-1.53 for Capstone Project planning tools.

COMMON RUBRICS

We are using common rubrics for each grade level and subject area for research, writing, use of text, communication, and collaboration, based on the work from the New Tech Network, Summit Public Schools and the Stanford Center for Assessment, Learning and Equity (SCALE). This ensures a high level of rigor across the board and standards alignment, as well as consistent expectations. These common rubrics are organized into the categories of oral communication, written communication, agency, collaboration and knowledge and thinking. They align to the Common Core State Standards, Next Generation Science Standards and C3 Framework. Below is an overview of the skills and subtopics assigned to each rubric.

Figure 27. EBIA Common Rubric Categories and Strands

Rubric	
Agency	- Effort and Practice to Grow - Seek Challenge - Grow from Setbacks - Seek Feedback - Tackle and Monitor Learning - Actively Participate - Impact Self and Community - Timely Submission
Collaboration	- Contribution and Development of Ideas - Equal Participation - Group Norms - Respectful Tone and Style - Active Listening - Roles - Work Ethic - Team Support
Oral Communication	- Clarity - Evidence - Organization - Digital Media/Visuals - Language use - Presentation Skills - Interaction with Audience
Written Communication	- Claim - Evidence - Reasoning - Organization - Language
Knowledge and Thinking	For this category, each course has its own designated rubric aligned to the standards specific to that course, grade level and subject area.

Please see Appendix 1.57a-j for the rubrics.

INSTRUCTIONAL MODEL MATRIX

Figure 28. 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.	• 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	• 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	• group work • labs • pair work • project-based learning • guided reading/reading circles • one-on-one teacher conferences • re-teaching based on	• Can be differentiated • Can be inter or multi-disciplinary

				information from a data cycle	
Whole Group	Group of 10-25	Teacher facilitated.	Seminars, "section," or labs	• Socratic seminars • Whole class discussions • Direct instruction/re-teaching • debates • presentations • labs • simulations	• Can be differentiated • Can be inter or multi-disciplinary

Drawing from highly successful practices at many high performing charter schools, including the Uncommon Schools, teachers employ several strategies[62] from the Taxonomy of Effective Teaching Practices during Direct Instruction, Whole Class Time, Small Group instruction, and sometimes during independent learning. Teachers receive training during intersession and faculty planning times on these practices, and receive feedback on their practice of these methods during observations.

Figure 29. 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.

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[62] Lemov, D. *Teach Like a Champion.* Jossey-Bass, 2010.

PROJECT-BASED 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.

Please see detailed section on PBL above on pages 88-90.

APPRENTICESHIP

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

DISTANCE LEARNING

Students in grades 9-12 may elect to take some specialized UC approved coursework online outside of school, through colleges and universities. EBIA accepts transcripts for coursework from other accredited schools, colleges and universities.

For those students completing independent study, EBIA complies with all applicable legal requirements governing independent study, including Education Code Section 51745, et seq. EBIA has adopted and implements an independent study board policy, and ensures that an independent study master agreement is signed by each student, or their parent/guardian if the student is under 18 years of age, before commencing any distance learning coursework.

COURSE SEQUENCE AND GRADUATION REQUIREMENTS

The following table maps EBIA's Lower School and Upper School requirements to UC A-G and CA state requirements.

Figure 30. A-G and CCSS Requirements Mapped to EBIA Requirements

Subject	UC A-G Requirements (HS only)	EBIA Lower School requirements	EBIA Upper School requirements
English	4 years	3 years	4 years
Math	3 years or completion of Algebra II	3 years of math /completion of Algebra I	4 years
Social Science	2 years, including one year of World History and one year of US History	3 years of Humanities	3 years
Science	2 years of lab science, must include at least two of the three disciplines of biology, physics or chemistry	3 years	4 years including biology, chemistry and physics
Language	2 years of the same language	1 year	2 years of the same language
Art	1 year	1 year	1 year
Physical Education (including Wellness education)	1 year	3 years	1 year
Advisory (including wellness education)	N/A	3 years	4 years
Coding Course	N/A	1 year	1 Year

Our requirements exceed CCSS by requiring that all students complete an advanced math course beyond Algebra II.

Figure 31. EBIA Additional Graduation Requirements

Criteria	Requirement
Coursework	Completion of all courses as listed above with a passing grade.
Community Service / Service Learning	80 Hours
Intersession	Completion of at least three intersession projects per year.
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 one AP exam.
College Applications	Complete a college readiness course, a college plan, and at least 4 applications to 4-year colleges.
Internship	Completion of at least 2 internships
Capstone Projects	Completion of Capstone Project each year 6-12.

Please see Appendix 1.31 for our Parent Letter re Community Service, which describes the program.

SAMPLE COURSE SEQUENCE

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

Please note that this is a sample course sequence for one student and that we offer the following courses beginning in 9th grade, some of which have pre-requisites:

English:
- English 9th
- English 10th
- AP English Language
- AP English Literature

History/Social Science:
- AP Human Geography
- World History
- AP Modern World History
- US History
- AP US History
- Government
- AP Government
- Economics
- AP Microeconomics

Humanities:
- AP Seminar
- AP Research

Math:
- Algebra I
- Algebra II
- Geometry
- Pre-Calculus
- AP Statistics
- AP Calculus

Science:
- Physics
- AP Physics
- Biology
- AP Biology
- Chemistry
- AP Chemistry
- AP Environmental Science

World Languages:
- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- Spanish for Heritage Speakers I
- Spanish for Heritage Speakers II
- AP Spanish Language
- AP Spanish Literature

Please see Appendix 1.20, the EBIA Course Catalogue for more detail.

Figure 32. Sample EBIA Course Sequence

Subject	6th	7th	8th	9th	10th	11th	12th
English	Eng 6th	Eng 7th	Eng 8th	Eng 9th	Eng 10th	AP Seminar	AP English Lang
Math	Math 6	Math 7	Math 8 or Algebra I	Geo	Algebra II	Pre-Calc	AP Calc
Social Science	Humanities : World History and Geog	Humanities : World History and Geog	US History	World History	US History	Gov and Econ	AP Research
Science	Earth Science	Life Science	Physical Science	AP Environ Science	Bio	Chem	AP Physics
Language*	n/a	n/a	Heritage Spanish I	Heritage Spanish II	AP Spanish Lang	N/A	N/A
Computer Science	Intro Course	n/a	n/a	Computer Science I Computer Science II AP Computer Science			
Art	n/a	Visual Arts and Design	n/a	Visual Art and Design I Visual Art and Design II			
Fitness	PE	PE	PE	PE			

Note: Students are required to take one year of Computer Science and One year of Visual Art during High School, and one year of PE.

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

Please see Appendix 1.20 for our 2018-19 Course Catalogue.

AFTER SCHOOL PROGRAM

In addition to Office Hours, EBIA also offers a rich after school program (Quest) that includes many electives like robotics, yearbook, gardening and drumline. Our maker space is also open during this time.

Please see Appendix 1.20 SY 2018-2019 Course Catalog for more detailed description of each course, and Appendix 1.70 for our after school course listing.

CURRICULUM STANDARDS AND MATERIALS

EBIA uses 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 AP and California State Content Standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Science Content Standards, English Language Development Standards, and any other applicable content standards, (hereinafter, collectively "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. EBIA has applied for UC course approval for all courses required by the A-G, and is participating in the AP Audit.

EDUCATIONAL PROGRAM

AP CAPSTONE PROGRAM

As of school year 2018-2019, EBIA has begun to implement the AP Capstone program. This program includes at least two courses, AP Seminar and AP Research. It is a diploma program similar to the International Baccalaureate program.

In both courses, students investigate a variety of topics in multiple disciplines. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project. These courses utilize the College Board's QUEST Framework, overviewed below, which aligned to EBIA's Academic Policy grade categories.

- Question and Explore - Questioning begins with an initial exploration of complex topics or issues. Perspectives and questions emerge that spark one's curiosity, leading to an investigation that challenges and expands the boundaries of one's current knowledge.

- Understand and Analyze - Understanding various perspectives requires contextualizing arguments and evaluating the authors' claims and lines of reasoning.

- Evaluate Multiple Perspectives - Evaluating an issue involves considering and evaluating multiple perspectives, both individually and in comparison to one another.

- Synthesize Ideas - Synthesizing others' ideas with one's own may lead to new understandings and is the foundation of a well-reasoned argument that conveys one's perspective.

- Team, Transform and Transmit - Teaming allows one to combine personal strengths and talents with those of others to reach a common goal. Transformation and growth occur upon thoughtful reflection. Transmitting requires the adaptation of one's message based on audience and context.

AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only). Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Please see Appendix 1.21 for our letter to our community explaining the AP Capstone program.

ENGLISH LANGUAGE ARTS

CURRICULUM

Strong literacy skills are key to success in all subject areas. To be prepared for college, students will need a foundation in critical reading, writing, and academic discourse. In fact, research shows that "many of our high school graduates are not prepared for college-level coursework – a widespread problem that has impelled most colleges and universities to introduce remedial reading programs for the large numbers of freshmen unable to cope with the quantity of reading assigned to them in college classrooms."[63] Literacy, including reading, writing, and academic discourse, will be taught throughout our program in all courses, guided by the CA State standards. ELA, in particular, has an explicit focus on reading and writing to ensure that students are prepared for college. Calling today's quality of writing a "crisis," the Alliance for Excellent Education said in March 2012, "the majority of students leave high school without the advanced reading and writing skills needed to succeed in college and a career."[64] In addition to Project-based Learning and Personalized Learning, we will utilize the following curriculum and strategies in ELA.

The EBIA English language arts (ELA) curriculum is designed from the CA state standards as well as AP. We also use resources from other high performing charters such as High Tech High, New Tech Network, and KIPP (Wheatley).

We also use adaptive, personalized online programs so that students can work at their own pace and at their own level. During this independent learning time, teachers work with students in small groups as well to ensure balanced literacy instruction and for remediation.

READING

All content area teachers support literacy to build mastery of skills needed for independent reading. We read "across the curriculum." Teachers use some standardized strategies for reading complex text, such as: summarizing, annotating, and note-taking so that students have the ability to not only understand the text, but to also be able to apply what they have read and to analyze and synthesize complex text. As some students enter as struggling readers with low self-confidence, teachers will purposefully build mastery of skills needed for independent reading (e.g., decoding and vocabulary), including online adaptive programs such as Achieve 3000 or, and if necessary, small group reading interventions. Teachers may also use shared and close reading strategies. EBIA students will have access to, and read, a variety of reading materials and genres, including (but not limited to) fiction, poetry, short stories, novels, non-fiction, informational materials, and essays. Students will read, discuss, and analyze various types of text, in order to develop a deeper understanding of both the structure and the meaning of a work and how it may relate to its context.

EXPLICIT TEACHING OF ACADEMIC VOCABULARY

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[63] http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Main.pdf
[64] http://all4ed.org/wp-content/uploads/2013/06/ConfrontingTheCrisis.pdf

Teachers in all subject areas teach (and pre-teach) vocabulary that is specific to their genre or discipline. This includes strategies such as pre-teaching vocabulary, word walls, having students regularly use common words in writing and discourse, and use of vocabulary in playlists and for online adaptive learning. This explicit teaching of vocabulary also assists in teaching our EL students (please see EL section below).

WRITING

To be prepared for college and the world beyond, students must be proficient communicators in the written word – they must be able to communicate clearly and with cohesion. Students must be able to communicate in writing across a wide variety of formats, including various electronic formats, and students must be able to write for both academic and professional purposes. Additionally, both the SAT and the ACT have writing sections which require analysis based on evidence, supporting a point of view and citations to material in the question prompt. Students at EBIA learn the writing process – brainstorming, outlining, drafting, and revising, and will be able to write narratives as well as descriptive, expository, persuasive, and synthesis essays by the time they graduate. Students develop their writing skills through journals, note-taking, essays, creative writing, and research papers by writing for a number of audiences. Students learn to cite sources in accordance to Modern Language Association (MLA) standards and will demonstrate full command of the conventions of Standard English. Rubrics are used to guide writing and to provide students with immediate feedback. Writing instruction and products are incorporated into all project-based learning experiences as well as Intersession Presentations and Capstone projects. In the early grades (6th-9th), we build a foundation in the writing process and in grammar, so that as students progress, they are able to complete more complex writing tasks. We also use strategies such as small group writing instruction and Writers Workshop as necessary.

ACADEMIC DISCOURSE

Students in ELA engage in various discourse activities such as Literature circles and Socratic seminars. They will also learn how to use professional language in their oral communication when appropriate and necessary. Students learn to use academic discourse to express their ideas, opinions, and thoughts, using evidence to support them. Students will be provided with academic discussion sentence starters and protocols to support their ability to engage in discussion with each other in small group and whole class settings.

Students are explicitly taught the oral language they are expected to produce in their writing. Many standard oral language practice routines are integrated into the classroom to ensure that all students are practicing oral academic language on a regular basis. These routines may include: think pair share, talking sticks, lines of communication, give one get one, and discussion cards.

The chart below summarizes our ELA Approach:

Figure 33. ELA Approach

	Standards	Proposed Curriculum	Online or Adaptive Programs	Project-Based Learning
6th	-CA State Standards	-AP Springboard -Wheatley -Match Education -Engage NY -Great Books Foundation Literacy -Hochman -Writesource	-Achieve 3000 -NewsELA -Accelerated Reader	-High Tech High -New Tech Network -EL Education
7th	-CA State Standards	-AP Springboard -Wheatley -Engage NY -Match Education -Great Books Foundation Literacy -Hochman -Writesource	-Achieve 3000 -NewsELA -Accelerated Reader	-High Tech High -New Tech Network -EL Education
8th	-CA State Standards -ACT	-AP Springboard -Wheatley -Match Education -Engage NY -Great Books Foundation Literacy -Hochman -Writesource	-Achieve 3000 -NewsELA -No Red Ink	-High Tech High -New Tech Network -EL Education
9th	-CA State Standards -ACT -AP	-AP/AP Springboard -Wheatley -Match Education -Engage NY -Hochman	-Achieve 3000 -NewsELA -No Red Ink	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Education
10th	-CA State Standards -ACT -AP	-AP/AP Springboard -Wheatley -Match Education -Engage NY -Hochman	-Achieve 3000 -NewsELA -No Red Ink	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Education
11th	-CA State Standards -ACT -AP	-AP/AP Springboard -Wheatley -Match Education -Engage NY -Hochman	-Achieve 3000 -NewsELA -No Red Ink	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Education
12th	-CA State Standards -ACT	-AP/AP Springboard -Match Education -Wheatley	-Achieve 3000 -NewsELA -No Red Ink	-High Tech High -New Tech High

	-Engage NY		-EL Education
-AP	-Hochman		-Lucas Foundation
			-Envision Education

Please see Appendix 1.24 for EBIA's Best Practices Documents for ELA and Appendix 1.25 for a Draft Book List by grade level and lexile level.

ASSESSMENT

Our teachers use formative assessments including weekly quizzes, exit tickets, and performance tasks. We also assess using the NWEA MAP administered two to three times a year to collect longitudinal data and to ensure we has a nationally-recognized and nationally-normed assessment for all grades and the CAASPP SBAC for grades 6-8 and 11. The online adaptive programs also include assessments. Each PBL activity will include a written and/or oral component. Finally, all Capstones include a writing and presentation component.

MATH

The primary focus of the EBIA math program is the development of a conceptual understanding of mathematics, coupled with procedural fluency, and a basis in problem solving. Students will understand that doing and using math involves connecting content and practices, and requires sustained practice to master application.

The mathematics program at EBIA focuses on areas that research shows are critical to the development of both procedure and understanding, specifically multiple representations, side-by-side comparisons, decomposition and a systematic progression from concrete representation to the semi-concrete to the abstract algorithm. The National Mathematics Advisory Panel's (2008) review of the research indicates that "…the mutually reinforcing benefits of conceptual understanding, procedural fluency, and automatic (i.e., quick and effortless) recall of facts" are critical in mathematics instruction." EBIA's Mathematics program will continue to integrate all of these researched-based facets of instruction. The goals are to have students actively participate and lead mathematical discussions, and be able to use academic language to explain their thoughts and processes, both orally and in written proofs.

Knowing that students who take higher-level math courses are better prepared for college, the workplace (especially in the STEAM fields) and earn higher salaries, the EBIA math program exceeds A-G through course offerings that present advanced breadth and depth. Additionally, to ensure that students will not need to take remedial math in college; students will take college ready math or AP Math in 12th grade. We expect that we will use a combination of math curricula to ensure personalization and to ensure that students have a solid foundation in math skills, as well as conceptual math. Please see chart below for more detail.

INSTRUCTIONAL STRATEGIES AND MATERIALS

The primary focus of EBIA's mathematics program will be the development of a conceptual understanding of mathematics coupled with procedural fluency.

We are using College Preparatory Math (CPM) as our main curriculum and approach for math. This approach includes the following:

- Students should engage in problem-based lessons structured around a core idea.

- Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.

- Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

- On a daily basis, students using CPM employ problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. Students grapple with mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. EBIA students are taught how to gather and organize information about problems, break problems into smaller parts, and look for

patterns that lead to solutions. Students often learn in collaboration with others, sharing information, expertise, and ideas.

- CPM routinely has students solve non-routine problems. That is, students develop their skills of synthesis and analysis so that they can confidently make connections between varied mathematical concepts and deal with problems they have never seen before. Students will build problem-solving strategies that apply to most academic disciplines, the workplace, and daily life.

- While students are solving complex mathematical problems, they are communicating their thinking and understanding, both formally and informally, whether they are writing or speaking out loud. Communication lets teachers and peers assess students' thinking and depth of understanding. In turn, all students get the chance to improve the quality of their work.

We also use the following additional strategies:

- Small group instruction during PBL and PL
- Cognitively Guided Instruction (see description below)
- PBL
- Online adaptive programs
- Focus on relational thinking including the use of:
    - Decomposition
    - Bar models
    - Ten frames
    - Number lines
- Build-It, Draw-It, Write-It
- Multiple representations and algorithms
- Math Manipulatives and Centers
- Math Fluency
- Side-by-side comparisons
- Problems of the week or of the month
- Justifying their thinking using academic language
- Engaging in classroom discussions about math
- Using appropriate syntax
- Students note-taking
- Implementing data-based mitigations
- Math Journals

COGNITIVELY GUIDED INSTRUCTION

In order for students to have a deep and conceptual understanding of math, we will use Cognitively Guided Instruction (CGI) in PBL and in small groups during PL. This strategy and program combine both the basics and procedural skills with problem solving. It also combines students' "intuitive" knowledge of math with formal instruction. The Common Core explicitly focuses on mathematical practice standards in addition to content. This rotation helps students develop their ability to communicate, explain, analyze, defend, model and represent, look for patterns, attend to

precision and leverage key math tools. Students build skills by grappling with and discussing various ways of solving problems. A spiral of CGI problems forms the core curriculum, starting with mastering key counting skills (i.e. 1-1 correspondence, order irrelevance, accuracy etc.…) and moving to a counting jar protocol to then solving a variety of problem types. Initially, problems are aligned to grade level standards; later, they spiral in higher-level problems to build students' critical thinking and mental flexibility.

Our Math program is summarized here:

Figure 34. Math Approach

Grade	Standards	Proposed Curriculum	Online or Adaptive Programs	Project-based Learning
6th	CA State Standards	-CPM -Eureka -Match Education -SCALE	-Khan Academy	-High Tech High -New Tech Network
7th	CA State Standards	-CPM -Eureka -Match Education	-Khan Academy	-High Tech High -New Tech Network -Lucas Foundation -Envision Education
8th	-CA State Standards -ACT	-CPM -Eureka -Match Education	-Khan Academy	-High Tech High -New Tech Network -Lucas Foundation -Envision Education
9th	-CA State Standards -ACT -AP	-CPM -Eureka -Match Education -AP	-Khan Academy	-High Tech High -New Tech Network -Lucas Foundation -Envision Education
10th	-CA State Standards -ACT -AP	-CPM -Eureka -Match Education -AP	-Khan Academy	-High Tech High -New Tech Network -Lucas Foundation -Envision Education
11th	-CA State Standards -ACT -AP	-CPM -Eureka -AP	-Khan Academy	-High Tech High -New Tech Network -Lucas Foundation -Envision Education
12th	-CA State Standards -ACT -AP	-Eureka -Match Education -AP	-Khan Academy	-High Tech High -New Tech Network -Lucas Foundation -Envision Education

Please see Appendix 1.26 for EBIA's Best Practices Documents for Math.

Our teachers use formative assessments including weekly quizzes, exit tickets, and performance tasks. We also assess using the NWEA MAP administered two to three times a year to collect longitudinal data and to ensure we has a nationally-recognized and nationally-normed assessment. and the CPAA SBAC for grades 6-8 and 11. For PBL, we will use problem-based performance tasks and investigations based on inquiry questions, and students in math will create a final product. We may also include "math openers," which are investigations to be used as a "hook" to open the unit and engage students, and "math closers" as performance tasks at the end of the unit. Finally, all Capstone include a math component.

HISTORY-SOCIAL SCIENCE

EBIA's History-Social Science program is designed to develop students' curiosity and awareness about the world around them, both past and present, while developing student mastery of key grade level content standards. 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 learn key historical skills such as identifying cause and effect, historical empathy, multiple perspectives, how change happens, and connecting the present with the past. They also incorporate social science thinking skills such as sourcing, contextualization, corroboration, and historical empathy. Students are also taught authentic skills of historians and social scientists such as research and analyzing primary source documents.

The History-Social Science instructional program also focuses on the understanding of skills delineated in the standards, and has a focus on hands-on learning. Students are expected to interact with the concepts of History-Social Science and to learn the critical thinking skills necessary to engage in the inquiry and analysis prevalent in this field. For the students to become active participants in society, they must be able to function effectively in group settings, and to focus on problem solving, analysis, and content. Students see their peers within the school as their family, and their class as a team. The History-Social Science curriculum and its implementation feature reinforcement of the values of teamwork, citizenship, and collective goal attainment.

The team also identified a need to explicitly teach geography, especially where countries are in relation to each other as well as how geography relates to society, politics, religion, and economics. The social science program is also designed to help teach core literacy skills such as writing expository essays, analyzing non-fiction texts, and making presentations.

Our History-Social Science program is summarized here:

Figure 35. History – Social Science Approach

Grade	Standards	Proposed Curriculum	Online/ Adaptive Learning	Project-based Learning
6th	-CA State Standards -C3 Standards for Soc Sci	-Stanford SHEG -History Alive! (TCI) -Facing History & Ourselves -Primary Documents	-NewsELA -Achieve 3000	-High Tech High -New Tech Network -EL Education
7th	-CA State Standards -C3 Standards for Soc Sci	-Stanford SHEG -History Alive! (TCI) -Facing History & Ourselves -Primary Documents	-NewsELA -Achieve 3000	-High Tech High -New Tech Network -EL Education
8th	-CA State Standards -C3 Standards for Soc Sci	-Stanford SHEG -History Alive! (TCI) -Facing History & Ourselves -Primary Documents	-NewsELA -Achieve 3000	-High Tech High -New Tech Network -EL Education
9th	-CA State Standards -C3 Standards for Soc Sci	-AP -Stanford SHEG -Primary Documents -History Alive! (TCI) *-A People's History of the United States* By H. Zinn -Facing History & Ourselves Primary Documents	-NewsELA -Achieve 3000	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Ed
10th	-CA State Standards -C3 Standards for Soc Sci -AP	-AP -Stanford SHEG -History Alive! (TCI) -Facing History & Ourselves -A People's History of the United States By Howard Zinn -Primary Documents	-NewsELA -Achieve 3000	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Ed
11th	-CA State Standards -C3 Standards for Soc Sci -AP	-AP -Stanford SHEG -History Alive! (TCI) -Facing History & Ourselves -Primary Documents	-NewsELA	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Ed
12th	-CA State Standards -C3 Standards for Soc Sci -AP	-AP -Stanford SHEG -History Alive! (TCI) -Facing History & Ourselves -Primary Documents	-NewsELA	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Ed

Students' mastery of key History-Social Science standards is assessed through a combination of formative and summative assessments that are standards-aligned. Social science will be assessed via the final products in PBL and potentially by a new CAASPP.

SCIENCE

Our science curriculum emphasizes investigation using the scientific method (generating hypotheses and designing experiments to test the hypotheses), and focuses on application of the scientific method to everyday life. Science classes include participation in hands-on laboratory experiments, virtual labs, labs through dual enrollment courses, case studies, projects, and research. Each graduate will have successfully completed three laboratory science courses, including biology, chemistry, or physics, and one additional lab science. The chart below outlines our science program.

Figure 36. Science Approach

Grade	Standards	Proposed Curriculum	Online/ Adaptive Learning	Project-based Learning
6th	-NGSS -ACT	-Foss Science -SCALE	-NewsELA -Integrated Science -A3K	-High Tech High -New Tech Network -EL Education
7th	-NGSS -ACT	-Foss Science -SCALE	-NewsELA -Integrated Science -A3K	-High Tech High -New Tech Network -EL Education
8th	-NGSS -ACT	-Foss Science -SCALE	-NewsELA -Integrated Science -A3K	-High Tech High -New Tech Network -EL Education
9th	-NGSS -AP -ACT	-AP -Denver School of Science and Technology	-NewsELA -Integrated Science -A3K	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Education
10th	-NGSS -AP -ACT	-AP -Denver School of Science and Technology	-NewsELA -Integrated Science -A3K	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Education
11th	-NGSS -AP -ACT	-AP - Denver School of Science and Technology	-NewsELA -Integrated Science -A3K	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Education
12th	-NGSS -AP	-AP -Denver School of Science and Technology	-NewsELA -Integrated Science -A3K	-High Tech High -New Tech Network -EL Education -Lucas Foundation -Envision Education

Students' mastery of key science standards will be assessed through a combination of formative and summative assessments that are standards-aligned and taken from the curriculum, as well as Science projects and research reports that are embedded in PBL. Students also take the California CST for Science.

Student performance expectations are assessed in multiple ways taking into consideration the Scientific and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts laid out in the NGSS/CA State Standards. These practices include but are not limited to students formulating a hypothesis, finding the logical connections among hypotheses, conducting experiments, developing and using models, and collecting and interpreting data.

VISUAL ARTS

Art education is key to success. "Years of research show that it's closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity."[65]

CURRICULUM

The arts teachers create curriculum based on best practices, and all of the art curriculum aligns to both California and national standards for both visual arts.

INSTRUCTIONAL STRATEGIES AND MATERIALS

The Visual Arts program at EBIA consists of two parts: providing explicit arts education and to integrate and infuse the arts into the curriculum and project-based learning experiences where possible and authentic, in order to augment skills and concepts. Teachers integrate the arts into content areas where applicable.

All students are required to take an arts course in the Lower school, as well as an arts course in the Upper School. The Lower school intersessions are also STEAM based, including an art component. All capstone projects contain an arts-based component. We have also created several partnerships with local arts organizations to create arts intersessions and after school programs such as improv or sewing.

Please see Appendix 1.65 for STEAM based Intersessions, Appendix 1.61 for our list of Intersession providers, and Appendix 1.23 for our arts scope and sequence.

ASSESSMENT

Student artwork is the assessment. Student work is assessed through direct observation of student artwork, including a student's development over time and their application of form and content taught. Students may participate in discussions analyzing works of art and connecting art to the themes of study. Together, these modes of assessment take into account a student's artistic ability, as well as their comprehension and enjoyment of the visual arts. Our larger project-based learning assignments and Capstone Projects include an art component in the final project.

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[65] http://www.edutopia.org/arts-music-curriculum-child-development

PHYSICAL EDUCATION & FITNESS

A common theme running through our school is wellness in all its many forms -- individual and community wellness, and wellness in mind, body, and spirit. As such, our physical education program emphasizes the ways students can strive for personal wellness through physical activity, nutrition, and other methods of self-care. This includes a fitness class, as well as after-school sports programs. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for various sports. EBIA believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports are part of social-emotional learning as they instill dedication and a sense of working for the collective good. The physical education program therefore focuses on improving the physical and mental health of the students as well as on building an understanding of and appreciation for collaboration and shared outcomes through structured recreational activities. Substantial research demonstrates that physical activity can improve academic achievement, including grades and standardized test scores.

Students will set goals for physical and mental health along with their goals for SEL academics, and career.

EBIA also offers after school sports programs at the middle school level. At the high school level, EBIA has a sports agreement with the Oakland Athletic League (OAL) that allows our students to play for their district assigned high school sports team.

EBIA's health, wellness, and life skills program form the components of a Coordinated School Health Program (CSHP) as outlined by the Center for Disease Control (CDC). Respectively, the program seeks to:

1. Systematically provide students with increasingly sophisticated health related knowledge aimed to motivate and support students to maintain and improve their health;
2. Identify and promote environmental factors that increase the wellbeing of staff and students, and identify and mitigate environmental factors that negatively affect the school community; and
3. Develop emotional awareness, conflict resolution techniques, high-self-esteem, and self-control. Our PE program will be closely linked with students' PLP as well as the Habits of Success program.

CURRICULUM

EBIA's Fitness program is designed to provide students with the tools and knowledge to be healthy both physically and emotionally for the rest of their lives. The physical education (PE) curriculum is developed by the EBIA teachers in line with California State Standards for Health and Physical Education and the National Association for Sport and Physical Education. Fitness is emphasized over sports skills and athletic ability. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

The Physical Education program focuses on sports-related activities and exercises to enhance physical fitness as well as after-school sports programs in the later years. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for different sports. The physical education program teaches students the essential skills for a variety of sports, beginning with the motor skills necessary and then building on those skills with the ultimate goal of students engaging in the sport itself. EBIA includes the following in its physical education program:

- Stretching
- Aerobic activity
- Explicit instruction of skills outlined in CA grade-level content standards, with opportunities to practice and apply these skills in authentic ways (e.g., during a soccer unit, basketball unit, etc.)
- Explicit instruction of vocabulary (e.g., "dribbling," "foul," etc.) with opportunities to practice and apply these words in authentic ways
- Incorporation of explicit strategies to build students' collaboration skills and sportsmanship
- Explicit focus on developing a healthier body (e.g., through goal-setting, readings on health/nutrition, increasing exercise time, etc.)
- Developing skills and strategies to both recognize the signs and reduce the effects of stress on the physical body

Fitness class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction (Habits of Success). Additionally, many teachers use cooperative learning games to facilitate collaborative skills and positive sportsmanship. Students engage in cooperative play that requires problem solving, decision-making, and game strategies. Students are also given opportunities to develop leadership skills while risk-taking within the safe environment of team activities. In addition, character education traits such as following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline are reinforced.

ASSESSMENT

EBIA students will be assessed by the CA Physical Fitness Test in 7th and 9th grade. The goal is for all students to score at or above the 85th percentile in all five areas tested. Additionally, fitness teachers will set goals with students and create assessments for fitness, including skills like: how many miles you can run, stretching, and teamwork.

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. The Charter School also integrates

technology skill development in core academic classes and as part of Capstones, and we also require all students to take a coding class in 6th grade and once in HS. We have a 1:1 laptop ratio so students are able to access technology during most of the school day. 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 – reteach/relearn cycle.

Technology offers many tools to support high academic achievement and to support our goal of creating innovators. Just as a calculator can assist with higher-level math equations, 21st century technologies should be utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature. Utilizing technology tools to enhance and improve instructional methods:

- Enhances individual achievement, self-directed and personalized learning through assessment technologies
- Enables teachers and students to effectively collaborate with others
- Enables new forms of student research, inquiry and expression
- Builds higher order thinking skills by allowing students to interact with information in multiple ways
- Facilitates professional development opportunities and enhances instructional support, including the organization and distribution of teacher developed curriculum enhancements, mitigations, and small group instruction plans

STANDARDS

EBIA bases its technology program will learn the NETS and ITSE standards for technology.

CURRICULUM

EBIA has numerous examples of 6-12 scope and sequences that highlight the appropriate developmental progression students should make in gaining technological skills. In addition, we use best practices from schools like Denver School of Science and Technology, Lazear (Oakland, CA), and Acton Academy (TX). We also use materials from Code.org.

INSTRUCTIONAL STRATEGIES AND MATERIALS

EBIA explicitly teaches the technology skills needed to be successful in PL, PBL and Capstone projects. We also use technology to enhance writing skills, including the use of peer and adult feedback, Google drive, and collaborative writing. We are still investigating ways we can use video conferencing in our curriculum, especially in project-based learning units, such as talking to a student in another country for a social science project, or talking to an expert to learn more about a science topic. Students use technology as part of project-based learning to create products, such as blogging, research, fieldwork or applications, presentations and Web sites. We aim to infuse technology seamlessly throughout the curriculum, in many of the same ways that technology is now infused throughout our day-to-day lives.

As technology and in particular, educational technology, is continually evolving, we will continue to actively research new ways to integrate technology into curriculum and instruction as well as new tools and online curricula.

ASSESSMENT

Technology assessments include both formative and summative assessments. Students take quizzes during units to help them gauge their own learning and to enable the teacher to adjust instruction. Students are expected to be able to type at least 25 words per minute with 98% accuracy. Students are scored according to a performance rubric the students know and have practiced using. Technology is integrated into the project-based learning experiences as part of the process and product.

HEALTH INSTRUCTION

EBIA recognizes that an education is not comprehensive, and students cannot be successful, unless they are making healthy and responsible choices. Health is primarily addressed through advisory units and have been integrated into the SEL skills rubric. One of the strands of our advisory curriculum is healthy living. The curriculum is aligned with the CA state standards, as well as the Center For Disease Control recommendations.

CURRICULUM DEVELOPMENT

As stated earlier, all curriculum is based on innovative and best practices, backwards planned and standards based using principals of Universal Design for Learning and Understanding by Design, and include formative, benchmark and summative (exhibitions and capstone) assessments. Significant time in intersession and August professional development days are dedicated to curriculum planning, including vertical (within subjects), grade level, and interdisciplinary planning. Teachers collaboratively create capstone during the designated professional development time.

All curricular plans are reviewed and approved by school leadership.

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.

CHARACTER TRAITS – EBIA INNOVATOR NORMS

Our Innovator Norms are integrated throughout school culture, curriculum, instruction and assessment to help support students in their learning and to ensure they are prepared for college and career.

PERSONALIZED LEARNING AND DATA DRIVEN INSTRUCTION

EBIA students work during Independent Learning on online, adaptive programs for ELA and math. Teachers also pull small groups for remediation, intervention and extension. Small group instruction is based on data analysis each quarter as well as student goal setting on the PLP.

FULL INCLUSION

All of our courses and classrooms are full inclusion. Students are supported through differentiated and small group instruction, as well as resource teachers and instructional aides who do "push in" and "pull out."

REVISION AND REDEMPTION POLICY

All students are expected to master skills and content that are aligned to CA State Standards. In the spirit of continuous improvement, if a student should fail a major assignment, they are expected to revise it to demonstrate mastery. The Charter School has created common rubrics for each subject area so there is agreement on what standards-based mastery is.

Please see Appendix 1.25a and 1.25b for Revision Policies, and Appendix 1.57a-j for our Common Rubrics.

ADVISORY

Every EBIA student is provided an advisor. The advisor and advisory program are the student's home base on campus and support the student through all aspects of their schooling -- academically, socially, and emotionally. The advisor is responsible for ensuring the student is on track for success, both academically and social-emotionally, and s/he also ensures that the student receives the support they need.

AFTER SCHOOL PROGRAMMING

Each teacher runs Office Hours at least twice weekly. Teachers are available for tutoring, for make-up work and other academic support. Office hours can be either voluntary or required for students depending on the situation.

SUMMER SCHOOL

For students who are not demonstrating grade level skills, or who need remediation, EBIA offers summer school they may participate in.

SCHOOL SIZE

The small size of EBIAs 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.[66] The Charter School's maximum size will be approximately 770students approximately 110 per grade.

SMALL CLASS SIZES AND SMALLER STUDENT GROUPINGS

In our model, students will often be in small groups of 2-5 with the teacher, working one-on-one with 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 20:1 (e.g., elective classes, advisory, and support classes).

The Collective Bargaining Agreement EBIA has with the East Bay Innovation Academy Teacher's Association also outlines class size and student to teacher ratio policies.

Please see Appendix 5.20 for our Collective Bargaining Agreement.

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 in the Lower School runs from 9:00AM – 3:30 PM; approximately six and a half hours – and we do not have weekly minimum days. The Upper School day runs from 8:30am to 3:45 pm. A longer school day allows the Charter School to give more individualized support and personalized learning to students, both academically and socially/emotionally. Each teacher holds office hours twice per week.

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[66] http://nepc.colorado.edu/files/Chapter03-Howley-Final.pdf

The Charter School provides 175 regular days of instruction during the regular school year, five days more than traditional public schools. In addition, the Charter School currently provides a four week (19 day) summer school for remediation.

Our collective bargaining agreement also outlines school year, calendar, hours and days.

Please see Appendix 5.20 for the Collective Bargaining Agreement.

Please see Appendix 1.41 for the 2018-19 School Calendar and Appendixes 1.42 and 1.42a for Bell Schedules.

BLOCK SCHEDULING

The daily schedule, particularly in the earlier grades, are organized as appropriate around course blocks of approximately 90 minutes. With this schedule, students delve more deeply into subjects during these extended periods of time, and students 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.

PARENTS AS PARTNERS

Understanding and learning for students at EBIA happens in active relationship with the family, as well as the larger school community, neighborhood, and the world beyond. Engagement with family happens across the year and through the grades through a wide array of structures.

We aim to connect students' personal history to all the other skills that they need to learn: reading, writing, math, and thinking. In order to truly know our students and to be able to teach them well, we must also truly know their families and home lives.

EBIA believes that the entire school is collectively responsible for each student's success. Nowhere is this more relevant than family involvement and engagement in their student's learning. EBIA involve families in the following ways:

- *Family Orientation and Handbook:* Every new family attends an orientation to acquaint them with school norms, policies, and expectations. They are also provided with a handbook to use as a resource and a guide.

- *Purposeful Community Building:* As part of our commitment to being a "family like" school, we do thoughtful and purposeful community building with students and families, as an entire school community and in small groups. There are several other opportunities for community building in special school events like Expeditions of Capstones, Spring fest, ice cream or other socials, sporting events, school dances, fundraisers, advisory group socials, competitions and more.

- *Volunteering with the school:* We have a differentiated list of volunteer activities that can be done during and outside of regular school hours, and on and off site. The Parent Advisory Council updates this regularly.

- *Regular communication with advisors:* Advisors are the first point of contact for parents at the Charter School. Parents are able to inform advisors of any issues at home or with the student, ask questions, and be able to monitor progress.

- *Personalized Learning Plans:* All families attend PLP meetings with their student and the student's advisory twice per year in order to create and follow up on academic, college and career and SEL goals. Goals will be recorded in the PLP.

- *Parent Advisory Committee:* this group brings up issues, has regular communication with school leadership, gives input into decisions and regular events to stay connected. These committees also spearhead family volunteering at the school.

- *Cafelito:* Families are invited to attend a regular monthly informal coffee hour with the Head of School and other members of the school leadership team to ask questions, learn more about the school, and address any issues.

- *Weekly Newsletter:* The Head of School sends out a weekly newsletter to keep parents informed of events, reminders, and "shout outs" or recognitions of exemplar behavior or work.

Please see Appendix 4.11 for a List of Family Volunteer Activities.

PROMOTION POLICY

As shown above, the EBIA curriculum will be rigorous and prepares students for success in college. We have 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 have built a culture where mastery of concepts is paramount

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. Students 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).**

Please see Appendix 1.40 for our Parent and Student Handbook, which includes our promotion policy.

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 is 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 checks-in weekly with their students and is 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 involves members of the student's community including parents, teachers, and school leadership in order to make decisions about how to best support their success going forward. Response to Intervention strategies may be employed, or other supports unique to each particular situation may be used. A few examples are:

- Intervention meeting with parents, advisor and EBIA leadership
- Repeating a grade level, perhaps without 1-2 courses that were already passed (substituted with a Resource Room/Learning Lab support class)

Please see Appendix 1.40 for our Parent and Student Handbook, which includes our plan for students who are chronically absent or who may be in danger of retention.

GRADING POLICY

EBIA expects all students to master CA State Standards and/or AP standards. Grades include student work and assessments from independent learning, course work, and expeditions. Students are expected to demonstrate mastery of both content and skills for all of their courses. Using a mastery-based learning and grading model, students do not move to the next grade level until they have mastered skills at a proficient level. Teachers are trained on the Charter School's grading policy and methodology, and 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.

Figure 37. 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	70-79%	Student is consistently demonstrating a basic mastery of skills and content.
F	69% or below	Student is not consistently demonstrating a basic mastery of skills and/or content.

Students who do not demonstrate mastery at basic level will engage in one or more of the following programs, and the content of these programs may include: completion of missing coursework, revision of coursework, instruction in skills and/or content.

- *Office Hours* – During all marking periods, students who do not demonstrate mastery on coursework will be asked to attend teacher office hours, occurring before and after the school day.

- *Credit Recovery* – During the intersession (October, January and May) directly following the marking period in which the student did not demonstrate mastery, the student attends instructional support meetings.

Please see Appendix 1.40 for our Student Handbook, which includes our grading policy as well as late and missing work policy. Please see Appendix 1.59 for a Sample Report Card.

ATTENDANCE & THE STANDARD SCHOOL DAY

EBIA operates 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 175[67] calendar days with typical school hours, with Lower School hours running from 9:00am – 3:30pm and Upper School hours running from 8:30am – 3:45pm, followed by our end of day Tutoring, Office Hours and enrichment programs. The campus opens at 7:30 am for students to eat breakfast and do school work. Intersession runs from 9:00-3:30 at the Lower School and from 8:30-3:45 at the Upper School.

For new students, we have an additional orientation scheduled each August, in order to acculturate them to the Charter School. Furthermore, summer courses during July are provided for students who do not meet grade level standards and/or promotion requirements at the end of the regular academic year.

Please see Appendix 1.41 for the 2018-19 School Calendar, Appendix 1.42 for the Lower School Schedule and Appendix 1.42a for the Upper School Schedule.

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 for a comparison of instructional minutes.

Figure 38. Proposed Instructional Minutes Summary

Grade	Required Instructional Minutes	EBIA Proposed Minutes	Additional Minutes
6-8	54,000	59,025	5,025
9-12	64,800	66,630	1,830

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 39. Proposed Additional Student Support Activity Minutes

Additional Support Activities	Additional Proposed Support Minutes
Summer School	5,130
Office Hours and After School Program	5,985
Intersession	5,400
Total Available Support Time	16,515

ABSENCES

Students should not miss more than 15 days (unless due to medical illness) and must demonstrate mastery of grade level skills and curricular standards, or they may be assigned summer school and/or be candidates for possible retention. We track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress.

EBIA has established a School Attendance Review Board ("SARB") who reviews school-wide attendance on a regular basis. The SARB is responsible for addressing students who are truant or chronically absent. In the case that a student is identified by the SARB as chronically absent or truant we take the following actions:

- Notify parents via letter or email of the student attendance and our policy
- Conduct a meeting with the students' family and advisor to resolve further absences
- Conduct a meeting with school administration to establish a plan of action

Attendance is one of the most important factors in determining a student's success in school. Valuable education opportunities may be lost when a student is not in class. Therefore, we have established an attendance policy to promote student success. Students are expected to be in class

and ready to learn no later than the start of the school day. However, work and assignments missed during absence may be able to be completed, as possible.

Please see Appendix 1.40 for our Student and Family handbook, which includes our Attendance Policy.

SUPPORTS FOR UNDERPERFORMING STUDENTS

We have high expectations that all students, regardless of preparation levels, can succeed at high levels given the right supports. Therefore, we have built in several supports to our model. Academic acceleration for underperforming students is addressed using the following tiers at EBIA:

CLASSROOM LEVEL

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

- Full inclusion model
- Re-teaching key concepts in small groups during class time
- Office Hour assignment with student to re-teach key concepts
- Adaptive online programs for math and ELA

INTERSESSION

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

Credit Recovery – Students who have not learned all concepts from a cycle will be assigned to Credit Recovery during Intersession and will be retaught key concepts.

Extended Time – Students who have extended time as part of their Individualized Education Plan (IEP) are provided academic support during Intersession. This support is provided by EBIA faculty.

EXPLICIT TEACHING OF SEL STRATEGIES

For some students, many of their academic struggles are actually the result of social-emotional struggles. Students may lack engagement, or may have circumstances outside of school that is affecting their lives in school. Additionally, their academic skills may be affected by a lack of study skills, organizational skills, or executive functioning skills. We intend to support these students through our explicit teaching of SEL skills.

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 approximately four weeks in length.

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 and compassionately, with the student's future success in mind.

STRATEGIES TO SUPPORT ACADEMICALLY LOW ACHIEVING STUDENTS

Students are 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 educates a diverse population of students, EBIA offers several supports to struggling learners, English Learners (ELs) and Students with Special Needs.

It is the mission of EBIA that all students are provided with a high-quality, rigorous education, including being accepted to a college or university upon graduation, or reach their full potential as determined via Individual Education Plans. 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 have personal goals created in conjunction with their families and advisors. This includes supports for struggling students outlined above.

- *Differentiated and Personalized instruction:* Differentiation and personalization is provided via blended learning and regular instruction. During independent learning time as well as small group instruction, teachers have the ability to create personalized learning experiences and to give each student what s/he needs as appropriate to their readiness.

- *An extended school day:* Office hours are provided by teachers to help support students. Teachers review key concepts and skills, answer questions and offer tutoring.

- *Remedial support during Intersession and Summer School:* Any student falling behind is provided extra hours of instruction to ensure that they master the standards.

- *Data driven instruction and a data cycle:* Using the adaptive learning and assessments teachers know each students level, including what content they have mastered and what supports they need. Additionally, the school administers the NWEA MAP test in August and February to determine progress. After each trimester, teachers, in teams, 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 trains and supports teachers in teaching heterogeneous populations, including EL students, low incomes students, students with special needs and struggling students. Additionally, teachers 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. Teachers have a dedicated meeting weekly to discuss students of concern.

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 identify them quickly and reliably. The table below details the Response to Intervention, Coordination of Services Team (COST) and School Success Team (SST) process used to identify struggling students with the correct targeted interventions of each tier of the model.

Each grade level has a team of educators which meet every week for one hour. During this weekly grade level meeting, the first agenda item is 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, other supports, etc.). 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 spends 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 RTI 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 model is based on the successful model used at Summit Prep, Valor Collegiate and several other high performing charter schools.

Figure 40. Tiered Service Model for Intervention

Tier	Type	Intervention	Resources
Tier 1			
1: General Education	Academics	Gradual Release Model	Professional Development Common Planning Time
1: General Education	Academics	Vertical Planning (6-12th) across grade levels within content areas and across skills	Common Planning Time Professional Development
1: General Education	Academics	Competency and Standards Based Progression	Professional Development Common Planning Time
1: General Education	Academics	Data Driven Instruction (including days for grading assessments and projects)	Common Planning Time Grade Level Meetings
1: General Education	Academics	Accessible SIS with grades and progress	Family and student training
1: General Education	Academics	Small Class Size	Master Schedule
1: General Education	Academics	Looping: some teachers stay with students for more than one year	Master Schedule Common Planning time Grade Level Meetings
1: General Education	Academics	Uninterrupted Learning Time: instructional time comes first, not interrupted by assemblies, announcements, etc.	Common Planning Time
1: General Education	Academics	Personalized Learning Time	Small Group Instruction Online Programs Differentiated instruction PLP to support this
1; General Education	Academics	Differentiated homework and projects	Common Planning Time

1: General Education	Academics	Project-based Learning: Projects Are "Chunked" and Scaffolded	Common Planning Time
1; General Education	Academics	Variety of Assessment Formats (Summative and Formative) Using Multiple Modalities	Common Planning Time Professional Development on Assessment and Data Driven Instruction
1: General Education	Academics	Revision and Redemption: Revise/Retake until Mastery	Grade Level Team Meetings
1: General Education	Academics	Explicit ELD Instruction and Supports.	Explicit Professional Development for ELD
1: General Education	Academics / SEL	Personalized Learning Plans (PLP)	Goal setting Weekly goal check ins Students work during towards their goals
1: General Education	Academics / SEL	Advisory, including explicit academic literacy skills	Daily Advisory
1: General Education	Academics / SEL	Explicit Teaching of Academic Skills and Literacy and Social Emotional Learning	Explicit Professional Development
1: General Education	Academics / SEL	Teacher Development Plans Linked to Advisory, SEL and Goals	Professional Development Tied to Facilitators Plans
1: General Education	SEL	Common Behavior Norms Throughout the School in Line with SEL	Explicit PD on Common Behavior Norms
Tier 2			
2: Additional General Education	Academics	After School Support/Office Hours	Teachers
2: Additional General Education	Academics	Clear System for Work Completion: Regular Check-ins with Advisors	Common Planning Time
2: Additional General Education	Academics / SEL	Pull Out Groups for Students Needing Intervention and Remediation in Academics and Habits	Common Planning Grade Level Team Meetings Data Driven Instruction Time
2: Additional General Education	Academics / SEL	Intersession Credit Recovery	Common Planning Time Grade Level Team Meetings

			Data Driven Instruction Time
2: Additional General Education	Academics / SEL	SST Meeting with Family	Use of Data and PLP to Identify Students Grade Level Team Meetings
Tier 3			
3: Additional General Education outside of Regular Schedule	Academics	Academics Support for Remediation	Use of Data and PLP to Identify Students Grade Level Team Meetings
3: Additional General Education Outside of Regular Schedule	SEL	Additional Advisor Support	Advisors
Recommendation for Evaluation			
4: Evaluation	Academics/SEL	Special Education testing and evaluation	School Leadership Support Special Education School Psychologist
4: Additional General Education Supports	Academics / SEL	IEP or 504 Plan with Accommodations	School Leadership Support Special Education Teachers support General Education Teachers
4: Additional General Education Supports	Academics / SEL	Intervention Plan (documented)	Grade level team and advisor create plan School leadership Support
4: Additional General Education Supports	Academics / SEL	Extensive Advisor Support	School Leadership Support Professional Development
Student Support Services			
5: Special Education Supports	Academics / SEL	IEP with Services	Contracted Resources as Required School Leadership Support

			Write Present Levels of Performance as needed
5: Special Education Supports	SEL	Counseling, Mental Health Services	Contracted School Psychologist Contracted Outside Mental Health Provider or County Mental Health
5: Special Education Supports	Academics / SEL	ILT Based Specialized Supports	Professional Development
5: Special Education Supports	Academics / SEL	Implement Modifications/Accommodations (Program and Curriculum)	Professional Development Contracted Therapists Speech and Language Therapist Occupational Therapy Hearing Specialists

As noted above, EBIA provides extensive support to all students in Level 1, 2, and 3. It is our philosophical belief that all students benefit most from being part of general education classrooms with their grade level peers whenever possible. We have a full inclusion model. We believe that high quality teaching and personalization incorporates most supports that are generally considered "additional supports" for struggling/at-risk students. For example, PL is personalized with data and 1-to-1 laptops, and differentiated instruction via adaptive programs, or small group instruction. Or, Specifically Designed Academic Instruction in English (SDAIE) "sheltered" strategies used for EL students in PBL or small groups, can help almost all students. 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.

The most important systems for best supporting special populations and struggling students 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. 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.

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 are 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 students 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).

FAMILY INVOLVEMENT

In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes. We work to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (family resource centers, communication in parents' primary language, etc.) and events (weekly parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community.

Our Tier Service Model for Intervention section on page 151, details how parents are notified that students are low achieving and how they will be part of the intervention process, as well as ongoing evaluation.

Please see Parents as Partners section above on page 144.
Please see Appendix 1.90a-d, 1.91 and 1.92 for our RTI Documents.

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 form a Student Success Team (SST) to consider additional or alternative supports to meet the child's specific needs. This team is 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 collects data, discuss observed student strengths, areas of concern, and brainstorm interventions to address the student's needs. The team evaluates students every eight weeks to monitor progress, and meets 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 request parent consent for referral for Special Education evaluation and testing for specific learning disabilities.

Please see Appendix 1.90a-d for our RTI Documents.

SPECIAL POPULATIONS

SERVING ENGLISH LEARNERS

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for English Learners ("EL") is an issue of equity. EBIA is committed to effectively serving children who are English Learners through a comprehensive approach to language instruction.

EBIA meets all applicable legal requirements for ELs as they pertain 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 requirements.

OUR COMMITMENT TO LANGUAGE DIVERSITY

English Learners are supported through a combination of differentiated and personalized instruction, small group instruction, a supportive school culture, and additional academic support as needed.

The goal of the EBIA EL plan is to utilize high quality instructional programs and services for English learners that allow them, as quickly as possible, to master the same challenging competencies as native-English-speaking students. The school is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. However, the school also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum as it focuses on building lifelong learners and community engagement.

The Charter School meets all applicable legal requirements for English Learners (EL) including long-term English Learners or English Learners at risk of becoming long-term English Learners, 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 implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

EBIA upholds the same rigorous academic and behavioral expectations for every student, regardless of native language, and implements 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 are offered both within academic classes and in supplemental settings for students who need additional support for English language learning.

EBIA serves English 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. EBIA does not exclude EL students from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and EL students 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 provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. We 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 communicate with parents in their native language as appropriate to ensure all have access to the same quality and content of information, though English is the language of classroom instruction in all core academic subjects. All school materials are available in English in Spanish, and other languages as needed.

HOME LANGUAGE SURVEY

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

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

All students who indicate that their home language is other than English are given the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment ("IA")**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA is the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment ("SA")**

ELs take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA testing window is year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within thirty (30) calendar days after the date of first enrollment in a California public school, or within sixty (60) calendar days before the date of first enrollment, but not before July 1 of that school year.
The SA testing window is a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

STRUCTURED ENGLISH IMMERSION

Instruction in the four core academic subjects of English language arts, mathematics, science, and social studies are 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 work to recruit and hire teachers who are bilingual in English and in the languages that our students and families speak 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

In accordance with the California Framework for ELA/ELD, EBIA supports its English Learners through a combination of integrated and designated English language development approaches and strategies. We expect that most of our ELs are supported by the general education program, via our personalized learning, structured supports and teaching strategies. For students who need explicit ELD instruction, we are considering using Susana Dutra's Systematic ELD curriculum and framework. Teachers designate time for explicit ELD instruction as needed in small groups, in which students are grouped by English language proficiency level and curricular materials target specific language functions.

Dutra, S. and Moran, C. describes a well-designed approach to English language development (ELD) instruction throughout the day that includes: Systematic ELD, front-loading language for content instruction, and maximizing the "teachable moment." Decades of research demonstrates that effective instructional experiences for English learners are:

- Interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
- Value and build on home language and culture and other forms of prior knowledge.
- Are appropriately scaffolded with support such as visuals, processes, and specific instructional moves
- Build both language and content knowledge.

Research conducted over the past decade, in particular, has demonstrated the positive effects of focusing on domain-specific and general academic vocabulary with K-12 EL students, which supports our explicit teaching of vocabulary. Studies on genre-and-meaning-based approaches to literacy education with EL students in the US and internationally has demonstrated the effectiveness of teaching EL students about how language works to achieve different purposes in a variety of contexts and disciplines. These frontloading strategies are embedded at EBIA in each project-based learning experience as well as personalized learning, particularly through the explicit teaching of language functions and setting expressive and receptive tasks in small groups.

EBIA recognizes the importance of teaching academic English and discourse, as well as mainstreaming ELs as soon as possible and setting high expectations. This research has stressed the importance of positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language. The project-based learning experiences as well as our balanced literacy program aim to support all learners, especially ELs, to access high text complexity and rigorous discourse in both speaking and writing.

The Charter School serves EL students, either through self-identification or ELPAC testing in the following ways below. The PLP process also allows the Charter School to address additional needs of individual students in unique, targeted ways. Please note that strategies to support EL students most often also support ALL learners.

CURRICULUM

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for English Learners is an issue of equity. EBIA is committed to effectively serving children who are English Learners through a comprehensive approach to language instruction. In particular, our explicit ELD program may be guided by Susana Dutro's *Systematic English Language Development.* We also integrate SDAIE and GLAD strategies as we see fit.

In "Rethinking English Language Instruction: An Architectural Approach," Susana Dutro and Carrol Moran present a framework for English Learner instruction that is a student-centered, language-focused approach to planning and teaching. Designed to address one of the most

significant tensions in second language literature, the debate regarding language acquisition versus language learning, the approach prioritizes saying, "yes" to both informal and formal language learning opportunities. Further, the approach takes into consideration another tension existing in the research, whether students should analyze language processes by looking at language as an object of study and seeking the patterns and rules of language, or by intuiting patterns and rules of language by engaging in purposeful language activity. Their comprehensive framework for English Learner instruction is based on three elements:

- A Blueprint for English language instruction

- Features of Explicit language instruction that backwards maps language instruction from task analysis to instruction, explicitly building receptive and expressive language by connecting reading, writing, listening and speaking

- Effective program planning and teacher training

These strategies work to make language function explicit during content instruction, make vocabulary visible, comprehensible and relevant, and work to provide ELs access to the rigor demanded by the State Standards. They provide strategies on reading complex literary and informational texts, providing access to and comprehension of rigorous academic content for our ELs.

Our approach to ELD emphasizes the following core tenants in implementation of practices to serve English Learners:

- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction
- EL students need increased opportunities to develop sophisticated academic English vocabulary
- It is important to assess students' prior knowledge and build background (content) knowledge before reading challenging text
- Academic English-Language Development (AELD) instruction cannot be separated from English Language Arts or other core content-area instruction
- Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English
- Teaching academic English includes providing students with access to core curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching
- EL students need multiple opportunities for structured, oral English-language practices about academic topics and text

To supplement Dutro's framework and integrate ELD across content areas, we also plan to incorporate aspects of:

- Specifically Designed Academic Instruction in English (SDAIE)
- Sheltered Instruction Model (SIOP)

- Guided Language Acquisition Design (GLAD)
- Results: Academic Language and Literacy Instruction (RALLI)
- Marzano's approach to explicit vocabulary instruction

INSTRUCTIONAL STRATEGIES

ELs are supported by the following strategies in our model:

- Personalized instruction via online adaptive programs, which are available anytime and include EL supports, and students' progress through the content at the pace that is right for them as determined by teachers
- Advisory: the advisor will help the EL student set language goals, monitor growth and ensure that the student can access the core curriculum
- Explicit Vocabulary instruction
- Developing Academic English
- Small Group Instruction
- Increasing "production" during PBL for academic discourse and writing, as well as hands-on activities.
- The integration of oral communication standards and common rubrics as part of our academic policy.
- Making what is visual, oral and vice-versa in all forms of communication with ELs
- Grade Level and Teacher Team collaboration: EL students (and other sub-groups of students) are regularly discussed to make sure they are making the appropriate progress
- Student interventions (see RTI section above)

We also employ the following strategies as needed:

- Multi-modal instructional strategies (verbal and visual, verbal and kinesthetic)
- Teaching language functions (describe, ask questions, compare and contrast, summarize, etc.)
- Teaching linguistic elements (parts of speech, subject verb agreement, etc.)
- Access to and training on graphic organizers and academic literacy techniques (e.g., note taking or t-charts)
- Pre-loaded vocabulary and context
- Leveled readings
- Flexible groupings
- Reading aloud, partner readings, explicit instruction and modeling around reading strategies
- Frequent formative feedback and checks for understanding
- Repetition of key concepts in various ways
- Use of visual cues
- Written and spoken instructions delivered step by step
- Differentiated instruction based on demonstrated mastery
- Text to Speech and Speech to Text tools accessible on all technology platforms.
- Kagen learning strategies that help students process learning verbally (e.g., think/pair/share)
- Encouraging participation through allowing additional processing time (e.g., telling a student that they are going to be "next" in answering a question orally)
- Low-stakes corrective feedback not only around content but also around language use

- Explicitly pointing out reading and vocabulary strategies such as identifying cognates and breaking down homonyms and homophones
- Use of visuals that reinforce spoken and written words (e.g., word walls)
- Use of gestures for added emphasis
- Adjusting speech (e.g. speaking slowly, enunciating, repeating words or phrases, simpler syntax)
- Use of exaggerated intonations
- Using fewer idioms and clarifying the meanings of words or phrases in context
- Stress high frequency vocabulary
- Building background knowledge, especially for content that involves cultural, social or historical references
- Teaching the language of test questions that signal what kind of strategy or skill is being assessed
- Teaching the language of technology that is necessary for online programs or other methods for PL

Teachers utilize the strategies outlined in the California Framework for ELA/ELD as well as consider utilizing curriculum resources such as the CLRP English Language Learner Support Guide which has differentiated sentence frames linked to language structures and tiered academic vocabulary lessons. The focus of the integrated ELD approach is on helping teachers make sound instructional decisions about students who are not proficient on benchmark assessments of grade-level content standards, with a particular focus on literacy and academic English language development for English Learners.

The ultimate goal is to help teachers increase the academic achievement of all their students across all subject areas, through developing competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that promote English language proficiency and academic success, incorporating a review of the California English Language Development (ELD) Standards, the English Language Arts and other content standards, and a link to instructional materials.

The school maximizes student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas. In addition to the explicit ELD strategies above, the school also offers the following supports and programs which aid our ELs:

1. Differentiated Instruction

During independent learning time as well as small group time, teachers are 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.

2. Small Group Instruction

Teachers and instructional aides support EL students during Independent Learning Time for language acquisition.

3. Reading Support

As part of our differentiated individual learning time, we provide reading, writing and speaking support to EL students. This is done through the use of adaptive, language instruction and support technology. EL students 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. [68] 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 provide formal vocabulary instruction using essential word lists and words in context. All lesson plans include vocabulary and language objectives. Our structured vocabulary program features 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.

Academic English language instruction at EBIA is also based on the integrated ELD approach, and includes three parts: cognitive tasks, academic language, and proficiency. Academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense-print paperwork associated with adult independence, such as: banking, healthcare, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive formal language instruction. When students learning English transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction. This shift often leaves the Intermediate English learner orally fluent, but with critical gaps in language knowledge and vocabulary. Accessing prior knowledge and assuring student motivation and interaction is critical to assure student learning, but it is not enough. Academic English must be continuously developed and explicitly taught across all subject areas.

6. Schedule Peer Learning and Increase Production

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[68] http://www.pebc.org/wp-content/uploads/2010/01/August-Critical-Role-Vocab-for-ELL-2005.pdf

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 as 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 concretely address this recommendation throughout the instructional day is through students working in partners and small cooperative groups throughout the school day, highlighted in our emphasis on project-based learning, which, when facilitated effectively each day, provide a significant cumulative increase in authentic language practice.

7. Academic Acceleration

Students who need support in literacy, including EL students may attend the summer school program.

All faculty are trained in creating a classroom culture that allows for English learning to occur, and our teacher evaluation rubric includes explicit evaluation of the degree to which teachers have met the needs of ELs. All classrooms are evaluated on whether or not there is a culture of safety, which includes a safe space to take risks verbally, being supportive of learning new skills and content, and valuing the contributions of every member of the learning community. The goal is to maintain a low-level of anxiety for EL students, so they can participate, develop and flourish.

Below is a summary of our programs we will use to support our EL students:

Figure 41. Support Structures for EL Students

Strategy	Given to	Curriculum or Method	When	EL Students Are Integrated into Regular Classroom?
Explicit Academic Language Teaching	All students	See Above	Class time	Yes
Personalized Learning	All Students	Small Group Instruction	Independent Learning Time	Yes (Although Working Independently)
RTI	All Students	See Above	As needed	Yes
Online Adaptive Instruction	All Students	Achieve 3000 or NoRedInk.	Independent Learning Time	Yes (Although Working Independently)
Sheltered Instruction	All Students	See Above	Class time	Yes
SIOP (immersion)	EL Students	See Above	Most of the Day	Yes
Explicit ELD Instruction	EL Students	Systematic ELD (Dutro)	Small Group Instruction (Based on ELPAC Level	No
Other EL Strategies (GLADD, etc.)	EL Students	See Above	As Needed	Dependent

ONGOING EVALUATION

We regularly assess our EL students formatively using teacher created assessments and online adaptive assessments. Grade level teams meet weekly to address any EL students of concern. (Please see RTI section above for more information). We also assess our students yearly using ELPAC, and twice per year using NWEA MAP. (See above and below for ELD assessment).

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 ELPAC
• 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 parent's 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.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The evaluation for the program effectiveness for ELs in the Charter School includes:

- Adherence to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual 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 ELPAC 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 on page 151.

METRICS TO ASSESS THE PROGRESS OF OUR EL STUDENTS

- 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 such as the ELPAC.
- 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 [SEP]If students are not making sufficient academic progress as indicated through ELPAC results and the above data, we will modify our EL program as needed.
- EBIA tracks 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 tracks 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 provides the instructional support and professional development required to ensure we meet the specific needs of our English Learners. Professional development needs are determined by internal assessments during data cycles and external assessments via the ELPAC, as well as student work. We support teachers by providing: professional development on structured immersion instruction; SDAIE teaching strategies; language acquisition and development; and monitoring and assessment of ELs. We commit to reviewing assessment data, and revising instructional strategies to meet our EL students' needs. We also do additional EL PD during intersession.

PARENT NOTIFICATION

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

SERVING STUDENTS WITH DISABILITIES

PHILOSOPHY

Our experience and belief are that all children are able to excel and succeed if instruction is personalized, aligned and differentiated to their needs and designed to accelerate and individualize. We have a full inclusion model. Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and personalized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our other populations require to access the curriculum. Our robust RTI program also works to identify and support Special Education students (see above).

The Charter School complies 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 ("IDEA").

The Charter School is its own local educational agency ("LEA") for the purpose of special education, and applies directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). EBIA is a member of the El Dorado SELPA.

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

The Charter School may seek resources and 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Head of School 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 IDEA, a referral for assessment under the IDEA 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 Appendix 1.40 for EBIA's Student and Family Handbook, which contains the 504 Board Policy, 504 Administration Regulations Policy, and 504 Parents Rights Statement.

SERVICES FOR STUDENTS UNDER THE "IDEA"

The Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School provides services for special education students enrolled in the Charter School. The Charter School follows 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, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment, and records as required or imposed by law.

STAFFING

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

The Charter School is 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 polices relating to all special education issues and referrals.

IDENTIFICATION AND REFERRAL

The Charter School has 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 151 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 IDEA, 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.

INDIVIDUALIZED EDUCATION PLANS (IEPS)

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 Head of School and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; 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 IDEA, 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 or as frequently as reports cards 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.

As stated in IDEA, EBIA implements the IEP as soon as possible following the development of the plan. Special Education and related services are made available to the child in accordance with their IEP. EBIA ensures that each general education teacher, special education teacher, appropriate related service provider and other identified providers have access to the student's IEP, that each staff member is informed of their specific responsibilities, that staff members are informed of accommodations, modifications and supports necessary for the students and that progress is monitored. EBIA has a dedicated meeting once per week to discuss students of concern, including students with IEPs.

Staff 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 is 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 has 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.

Please see Appendix 1.40 the Parent and Student Handbook, for Parental Concerns and Complaints.

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.

Please see Appendix 1.40 the Parent and Student Handbook, for Due Process procedures.

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.

SPECIAL EDUCATION STRATEGIES

The Charter School works to provide special needs students the services they need in the least restrictive environment possible, following an "inclusion" model where most services are provided in class. The Charter School offers a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school. To this end, the Charter School utilizes strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services are provided in accordance with the student's IEP.

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 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 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.

EBIA analyzes assessment results to ensure we are meeting the needs of this targeted population. For individual students needing additional support, we 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 revise our curriculum, instructional methods, and student support services as necessary to address our students' needs.

SUPPORTING ACADEMICALLY HIGH ACHIEVING STUDENTS

High Achieving students are identified via a combination of external assessments (MAP, SBAC, AP, online adaptive programs) as well as by internal assessments (teacher generated, formative, Capstones) and by teacher observation, and finally in grade level team conversations.

Parents are notified via the PLP process and grade level teams and advisors communicate progress with parents regularly. Plans to support high achieving students, as well as goal setting are also discussed during the PLP process.

EBIA's graduation requirements exceed UC A-G requirements and were designed with admission to competitive colleges in mind. Our AP program, including AP Capstone also provides additional opportunities for rigor. Students achieving above grade level are, first and foremost, served by the rigorous course requirements.

All Independent Learning time is differentiated for students at each level, and students achieving above grade level are provided "extension" activities through either adaptive programs or small group learning with the teacher. 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. Capstone projects are also a place for extension for our high achieving students. Finally, all EBIA common rubrics are developed to include performance indicators that align to both above and below grade level standards. The use of these tools allows us to provide targeted feedback to academically high achieving students to continue to grow oral communication, written communication, agency, collaboration and knowledge and thinking skills.

Students achieving above grade level as determined by external assessments (such as AP examinations) or internal assessments, or those who chose to have an additional challenge in later years (11th and 12th grade) 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 are 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.

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide 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)

PUPIL OUTCOMES

In accordance with SB 1290, EBIA's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups 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 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.

EBIA's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

Please refer to the section titled "Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities."

ANNUAL UPDATES TO THE LCAP

[By July 1, 2015, and annually thereafter]: EBIA shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

FAILURE TO IMPROVE OUTCOMES

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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 follow 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 ELA CAASPP SBAC test.
- 75% or more of all students will meet or exceed the standard on the ELA CAASPP SBAC test.

- 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 CAASPP SBAC for math.
- 75% of students will meet or exceed the standard on the CAASPP SBAC for math.
- 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.
- 97% or more of students will earn a passing grade of C or above in their science course.
- 75% or more of students will meet or exceed the standard on the CAASPP CAST for science.

GOAL 4
All students will become proficient in social science practice and content.
- 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 Charter 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.

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 Capstones.
- 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.
- 100% of students complete UC A-G requirements.
- 95% of students will graduate from high school (cohort)
- 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 Charter School will complete an analysis and action plan of the annual community survey to be completed by faculty, students and parents.
- The Charter School will meet Goals 1-9.

GOAL 9

EBIA will be fully enrolled and students will attend school regularly and on time.
- The Charter School will meet its yearly enrollment goals.
- The Charter School will have an Average Daily attendance rate of 95%.

GOALS, ACTIONS, AND MEASURABLE STUDENT OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in the Appendix. *Please see Appendix 2.11 for the 2018 LCAP and 2.10 for the 2017 LCAP.* The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Figure 42. Outcomes Aligned to State Priorities

Charter School Outcomes Aligned to State Priorities

STATE PRIORITY #1

Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• 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 15+ days of targeted professional development, based on Personalized Educator Plans (individual and school goals) and the needs of students based on data. • BTSA training and support for new staff • Provide professional development and support to ensure teaching staff delivers creative, personalized and innovative learning experiences to all students. • Morning team meetings • Bi-weekly coaching and supervisor meetings. • 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. • Ensure proper technology is in place so that all students can access curriculum	• 85% of community demonstrate satisfaction with school on the annual school wide survey. • 100% of teachers are in compliance with ESSA. • 95% 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 community members agree that the school is clean and orderly on community survey. • School leaders rate the school condition as "excellent" on monthly walkthroughs. • 100% "Good" ratings on SARC. • 100% of students are enrolled in UC A-G courses.

and demonstrate mastery of material digitally. • Train all staff and students on design thinking principles and incorporate those principles in all phases of work. • Provide equal course access to all students on a college preparatory track. • Purchase and maintain a computer fleet that provides 1:1 laptop access to all EBIA students.	

STATE PRIORITY #2

The implementation of state board adopted academic content and performance standards for all students, which are:

a. English Language Arts – Common Core State Standards for English Language Arts

b. Mathematics – Common Core State Standards for Mathematics

c. English Language Development

d. Career Technical Education

e. Health Education Content Standards

f. History-Social Science

g. Model School Library Standards

h. Physical Education Model Content Standards

i. Next Generation Science Standards

j. Visual and Performing Arts

k. World Language; and

l. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs.	• 75% of ELs are predesignated yearly. • 90% of ELs make progress towards EL proficiency as measured by the ELPAC. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
15+ days of professional development, which includes dedicated days for implementing CA State Standards and supporting ELs and other struggling students - Train all staff and students on design thinking principles and incorporate those principles in all phases of work. - Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach. - Support costs and ensure that 100% of high school students sit for at least one college preparatory assessment throughout the school year including the PSAT and AP exams.	are aligned to CA state and CA ELD standards and have supports for ELs and struggling students. 70% or more of all students will demonstrate at least one year of growth on the CAASPP SBAC for math and ELA and the CAST for science. 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 have met or exceeded the standard on the CAASPP SBAC for math and ELA, and CAST. 75% of all subgroups score met or exceed the standard on CAASPP SBAC for Math and ELA, and the CAST for science. 90% of ELs make progress towards EL proficiency as measured by the ELPAC. 80% of students will pass their Capstone assessments, which include an art, history, science, ELA, math and technology component. 5% Increase of Students Demonstrating Mastery in Standards on the California Physical Fitness Test.

STATE PRIORITY #3

a. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
b. How the school district will promote parental participation in programs for unduplicated pupils; and
c. How the school district will promote parental participation in programs for individuals with exceptional needs.

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement

• Published list of differentiated opportunities for parental involvement.	• 75% of parents complete community survey.
• Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.).	• Parental attendance at community meetings is significant according to school leader.
• Annual community survey.	• 90% of parents agreeing to focused questions on annual community survey.
• Twice yearly participation in Personalized Learning Plan meetings.	

Please see Appendix 2.11 for the 2018 LCAP and 2.10 for the 2017 LCAP.

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. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
  C. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
  D. EL reclassification rate
  E. Percentage of pupils who have passed an AP exam with a score of 3 or higher
  F. 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

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
- 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, (15+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups - Train all staff and students on design thinking principles and incorporate those principles in all phases of work. - Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach	70% or more of all students will demonstrate at least one year of growth on the CAASPP SBAC for math and ELA 97% or more of students will earn a passing grade of C or above in their courses. - On average, 75% of students have met or exceeded the standard on the CAASPP SBAC for math and ELA, and CAST. 75% of all subgroups meet or exceed the standard on CAASPP SBAC for Math and ELA. 100% of students complete UC A-G requirements. 90% of ELs make progress towards EL proficiency as measured by the ELPAC. 75% of ELs are reclassified as measured by the ELPAC. 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

• Students will collaborate, manage change and take ownership of their learning experiences.	• 90% able to quantify until end of school year the % of students able to describe the principles of design thinking and how they've applied those principles to their work.

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;
  d. High school dropout rates; and
  e. High school graduation rates;

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• Advisory System and course to support students. • Social-Emotional learning in all courses. • Social emotional learning curriculum, educational technology platform and advisor professional development on curriculum for use in advisory • Personalized Learning Plans. • Extensive support structures, including early intervention plans. • Morning Meeting and Advisory times to create a sense of community and to honor students embracing the Innovator norms. • Train and support all staff on positive school culture and discipline plan. • Students will collaborate, manage change and take ownership of their learning experiences. • Implement system for positive and/or perfect attendance. • Communicate daily with families about student absences. • Develop a strategic intervention system for students falling below 95% attendance rate.	• 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).

• Hiring of additional school culture and climate support staff for professional development and systems oversight. • Use of messaging and outreach through our Student Information System.	

School climate, as measured by all of the following, as applicable:
a. Pupil suspension rates;
b. Pupil expulsion rates; and
c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• 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. • Train and support all staff on positive school culture and discipline plan. • Hiring of additional school culture and climate support staff for professional development and systems oversight. • Hiring and training of Restorative Justice coordinator to support and supervise school culture and discipline plan.	• Less than 5% suspension rate. • 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. • 95% of students demonstrate satisfaction with the school on the annual school wide survey. 100% compliant. • 90% of students report feeling safe and supported on campus. • 75% of students indicate a sense of belonging and equity and connectedness of student groups • 90% of parents are satisfied with EBIA on community survey. • Less than 10% transfer rate.

Addresses the extent to which pupils have access to and are enrolled in:

a. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
b. Programs and services developed and provided to unduplicated pupils; and
c. Programs and services developed and provided to individuals with exceptional needs

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• Rigorous graduation requirements that exceed A-G. • Extensive Support Systems (advisory, office hours, summer school, etc.). • Comprehensive college admission process and program and the hiring of a Director of College Readiness. • Train all staff and students on design thinking principles and incorporate those principles in all phases of work. • Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach	• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed A-G. • 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.

Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
• 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.	• 75% or more of students will meet or exceed the standard for CAASPP SBAC for math, ELA and CAST. • 97% or more of all students will earn a passing grade of C or above in their courses • 70% or more of all students will demonstrate at least one year of growth on the CAASPP SBAC for ELA and Math • 70% of students will show growth on their internal benchmark assessments for ELA, math, science and social-science • 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African

• Extensive professional development, (15+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. • Support costs and ensure that 100% of high school students sit for at least one college preparatory assessment throughout the school year including the PSAT and AP exams. • Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach	Americans, and Socioeconomically Disadvantaged) have met or exceeded the standard for the CAASPP SBAC for ELA, Math and CAST. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CA state and ELD standards and have supports for ELs and struggling students. • Blended learning was integrated into 100% of the curriculum • 85% of students will successfully complete all goals in Personalized Learning Plan.

ADDITIONAL EBIA MEASURABLE STUDENT OUTCOMES

In addition to the state priorities, we have additional Charter School outcomes in the table 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 Head of School 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 43 EBIA School Outcomes

GOAL	METRIC	EBIA SCHOOL GOALS
Goals #1-4: Students become proficient in English, Math, science and social science.	% of students who receive an A or B grade AND have met or exceeded the standards on CAASPP SBAC, CAST OR 3 or higher on AP test	85%
	% of curriculum maps that are aligned to CA state and ELD Standards with supports for ELDs and struggling students	100%
Goal #5	% of students will earn a proficient or advanced on their end of year Exhibitions (PBL)	80%
	% "Good" ratings on SARC	Set by School Leader
Goal #6: EBIA graduates are college ready. EBIA is diverse.	% of students who believe they can go to and be successful in college	6th: 80% 7th: 90% 8th: 95%
	% of students accepted to one or more 4 year colleges	98%
	% growth each year on PSAT or ACT (Explore, Plan, ACT)	70%
	% growth each year on NWEA MAP	70%
	% AP test score of 3 or better (10th-12th only)	10% above National Average of 50%
	Average ACT Scores	24
	California Physical Fitness Test in 7th and 9th grades	5% Increase
	# 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 culturally competent staff that believes all students will achieve at the highest levels, valuing their many gifts, talents and attributes	100%
	% 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	8th: 80% 12th: 100%
Goal #7: 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 physically safe at EBIA"	90%
	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 #8: 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 EBIA budget"	75% affirmative response on staff survey.
	# of students in each grade level	6th: 120 7th: 120 8th: 120 9th: 110 10th: 110 11th: 110 12th: 110
	% of board members that agree board meetings are productive and useful	90%

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

Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, EBIA will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If EBIA does not test with the District, EBIA hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

USE AND REPORTING OF DATA

The primary tool to be used for capturing student data is our SIS. We are currently using Illuminate, a combined Student Information System and Data and Analysis System designed specifically for school use. The systems have combined the capability to record results for all of the tools described in the previous section.

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 inputted 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 tri-annual Personalized Learning Plans. They will use this data to set goals and identify strategies to ensure the student is making progress towards those goals. The school will make every last effort to ensure parents attend PLP meetings, including having meetings off-hours, on weekends, and on the phone/via video chat.
- The Charter School faculty will analyze data from all of the tools listed for individual students on an ongoing basis each trimester. They will use this data to inform their teaching strategies and to identify students who may need additional support or interventions. Time for this analysis is set aside during regular faculty meetings as well as during intersession

- Teachers will review data school wide throughout the year to improve the educational program, as outlined in *Continuous Improvement* below.
- At least twice annually, EBIA's Board of Directors will review the data and related data analysis prepared by EBIA faculty.

For more information, please see Data Driven Instruction Section above in Element 1.

Reporting of Data

EBIA makes a concerted effort to be transparent about data with students, families and faculty. As such, we report our data in the following ways:

Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based Illuminate platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours. Additionally, parents have access to the PLP at all times via the Web.

On an as-needed basis, the Charter School publishes bulletins reporting general student or school performance data.

The school will publish student results annually through the SARC, in compliance with the Education Code. Annually, the Charter School will participate in the California School Dashboard data collection process.

Annually, the 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. In addition to the annual SARC, EBIA develops an annual performance report based upon the data compiled. This report is provided to all families at the school as well the governing board. It is also posted on the EBIA website for public viewing.

EBIA complies with the Local Control and Accountability Plan and relevant deadlines, state priorities, school stakeholders, formats and any related regulations and compliance requirements. A Local Control and Accountability Plan shall be developed in accordance with a template adopted by the State Board of Education. 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, the District and the County Office of Education. Via our shared decision-making process, we will engage faculty, students, parents and the Board, in the plan development and review process.

Please see Appendix 1.44 for our School Newsletter, and Appendix 2.10 and 2.11 for the LCAP plan.

Ongoing communication between facilitators, parents, and students is an essential component EBIA. Families, students and mentors have access to progress in the Personalized Learning Plan and the SIS system at all times. For families that lack computers, we will provide "community" computers at school. We will also make every effort to ensure that the PLP is accessible in a mobile device. Families will meet with the mentor at least once per year during the PLP meeting, and

more regularly if a student needs intervention. In addition, report cards are sent out twice per year and pod meetings to discuss progress occur weekly. Families conference with teachers on an informal basis, weekly or monthly, and on a formal basis o twice per year, to discuss students' progress towards mastery. Back to School Nights also take place each year.

Reporting and Accountability to the District

EBIA will promptly meet all reasonable inquiries for information from the District or other authorized agency and assure timely scheduled data reporting to the District in compliance with the law; further, EBIA hereby grants authority to the State of California to furbish copies of all test results directly to the District, as well as to EBIA.

Continuous Improvement

EBIA is committed to using student performance data to refine and improve the educational program. As described above, the faculty will devote several hours of teacher meetings during each semester as well as substantial amounts of time during Intersession to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during student expedition periods.

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 is 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 ultimately includes 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 practice this at each trimester with a PLP conference, which is based around setting goals around assessment results. They 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.

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 is 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.

With strict adherence to FERPA guidelines and protocols, we will use data in order to personalize the learning experience for all students. EBIA continues to research the best technology for data driven instruction and assessment. We 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 uses Illuminate as the Charter School's student information system, and as the data system of record for all student achievement data. Due to our 1:1 laptop ratio, we regularly use systems like Google Classroom to give feedback to students, to assign and track work, and for the PLP. To streamline the task of managing multiple online content options, EBIA may consider using applications like Clever to facilitate the secure authentication synchronization (SSO) and centralized access to the portfolio of education systems and other learning resources.

Please see Appendix 1.22 for a list of current Educational Technology.

EXTERNAL ASSESSMENTS

EBIA uses a comprehensive range of assessments to monitor pupil progress across grade level subjects and competencies, including state summative, diagnostic, interim, and formative assessments.

- *State Summative Assessments:* EBIA will administer the CAASPP, the California Modified Assessments (CMAs) in those same subjects as appropriate for Special Education students per IEP specifications and the California English Language Development Test (CELDT or ELPAC), by which students demonstrate progress towards English proficiency, and the CST for science in the designated grade levels.
- *Diagnostic Assessments and Growth Measures:* EBIA uses NWEA's MAP assessments twice per year: at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness, and then again to see if there is growth. Additionally, on-going assessments provided by adaptive blended learning programs will provide a wide range of data.
- *Formative Classroom Assessments:* teachers administer and utilize assessment data daily through reports from online learning providers and just-in-time tools such as exit tickets.
- *Project-based Assessments:* students participate in long term, deep, hands-on, project-based learning activities that may be interdisciplinary and that results in a presentation of the learning. They are also assessed through the use of our common rubrics.
- *Capstone Projects:* Students have large, summative assessments at the end of each year in the form of expeditionary projects. They 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 capstones and portfolios and rubrics.

The chart below provides an overview of the assessment tools, timelines, and minimum performance levels required to attain standards that we will employ to measure pupil progress in meeting the outcomes delineated in Element 2 of this charter.

External and Internal Assessments by Grade Level

EBIA shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, EBIA will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below:

Figure 44. External and Internal Assessments by Grade Level

Assessment	Purpose	Grade	Timeline	Minimum Performance Level
All Subject Areas				
Capstones	Measure Competency in Standards, Skills, Oral Presentation, SEL, and Technology	6-12	Once per Year	Proficient
Project-based Learning Assessments	Measure Competency in Standards and Higher Order Thinking Skills	6-12	Every 6-8 Weeks	Proficient
Teacher designed/CA Standards Aligned	Measure Competency in standards and Higher Order Thinking Skills	6-12	As Needed	Proficient
Formative Assessments (exit tickets, etc.)	Measure Competency in Standards	6-12	Daily	Proficient
PLP	Summary Document of Teacher Assessments +Formal Assessment	6-12	Ongoing	Proficient
Advanced Placement*	National Criterion Based Assessment of Content and Skills	9-12	Annually	Passing Score of 3 or Above
ACT SAT PSAT	National College Admissions Test, College Board	9-12	Annually 9-11, as needed in 12th	CSU Eligibility
English Language Arts				
Interim Assessments	Measure Competency in Standards	6-12	Every 6 Weeks	80% Correct on Online Assessments
CAASPP	State Criterion-Based Assessment	6-8, 11	Annually	Met or Exceeded
Measures of Academic Progress	National Norm-Referenced Test	6-8	3 Times Annually	Growth of >1 Grade Level until Grade Level is Reached and Maintained
Mathematics				
Interim Assessments	Measure Competency against Standards	6-12	Every 6 Weeks	80% Correct on Online Assessments

CAASPP	State Criterion-Based Assessment	6-8, 11	Annually	Met or Exceeded
Measures of Academic Progress	National Norm-Referenced Test	6-12	3 Times Annually	Growth of >1 Grade Level until Grade Level is Reached and Maintained
Science				
Interim Assessments	Measure Competency Against Standards	6-12	Every 6 Weeks	80% Correct
CAST	State Criterion-Based Assessment	8th, 12th	Annually	75% Met or Exceeded Standard
Social Studies***				
Interim Assessments	Measure Standards Mastery	6-12	Every 6 Weeks	80% Correct
English Language Learning				
Measures of Academic Progress	National Norm-Referenced Test	6-12	3 Times Annually	Growth of >1 Grade Level until Grade Level is Reached and Maintained
English Language Proficiency Assessment for CA	Measure English Language Acquisition	6-12	Upon Enrollment and Annually Thereafter	Reclassification After Three Years at EBIA
Special Education				
Individualized Education Plan	Measure Student Progress	6-12	3 Times Annually	Meet IEP Goals
Physical Fitness				
California Physical Fitness Test	Measure Student Progress against Standards	7th and 9th	1x/Year	5% Increase of Students Demonstrating Mastery in Standards
Social-Emotional Learning and Habits of Success				
SCAI	Measure School Culture and Climate	6-12	1x/Year	80% Positive Results

Co-Vitality	Measure School Culture and Climate	6-12	1x/Year	80% Positive Results
PLP Goals	Students set goals with families and advisors	6-12	3x/Year	80% Met Goals

*All students are required to take at least one AP course (and exam) before graduation.
**EBIA does not commit to using these programs. New tools and programs are being introduced regularly, and we reserve the right to use a stronger program should we find one.
***The state intends to replace the history test with different assessments. We will revise these targets as we learn more about the state's plan to assess history.

STATE ASSESSMENTS

Pursuant to Education Code Section 47605(c), EBIA conduct state pupil assessments, including the Smarter Balanced Assessments, other California assessments in other content areas where appropriate, the ELPAC or its equivalent, and any other assessments as mandated by the state or federal government (e.g. SABE or its equivalent, California Fitness Exam). EBIA is subject to all state (e.g., API, or its successor) and federal assessment and accountability requirements as applicable to charter schools.

The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

STATE ASSESSMENT MODIFICATIONS AND ACCOMMODATIONS

Children with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and will be afforded the appropriate accommodations/modifications where necessary and appropriate.

ELEMENT 4: GOVERNANCE

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

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

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Charter School through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Notification of the District

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Miscellaneous DRL

EBIA acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including EBIA to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at EBIA and of the District. EBIA further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that EBIA does not have that EBIA needs in order to meet its obligations, the District shall provide the same to EBIA in a reasonably timely manner upon request under Education Code section 47604.3.

EBIA will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

EBIA in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. EBIA acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of EBIA it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by EBIA by law or charter provisions.

Members of EBIA's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity

standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

EBIA and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

To the extent that EBIA is a recipient of federal funds, including federal Title I, Part A funds, EBIA has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. EBIA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

EBIA also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

NON-PROFIT PUBLIC BENEFIT CORPORATION

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

The Charter School operates 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 4.10 and 4.10a for the Charter School Articles of Incorporation and Certificate of Amendment to Articles of Incorporation, Appendix 4.20 for Non-Profit Bylaws, and Appendix 4.50 for Conflict of Interest Code.

BOARD OF DIRECTORS

The Charter School is 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 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.

The EBIA board members are named below:

Figure 45. EBIA Board Members

Board Member	Role	Term
Shelley Benning	Chair/Co-Founder	August 2016-2019
Ken Berrick	Member	October 2014 – October 2017
Anne Campbell Washington	Member	February 2018 – February 2021
Gary Borden	Member	December 2014 – December 2017
Kelly Garcia	Secretary	August 2016-2019
Laurie Jacobsen Jones	Vice Chair and Treasurer /Co-Founder	August 2016-2019
Saamra Mekuria-Grillo	Member	October 2017 – October 2020

Board service is ongoing per the EBIA by-laws which state "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."

Please see Appendix 4.80 for a list of board members, their terms, and their biographies.

BOARD MEETINGS AND DUTIES

The Board of Directors of the Charter School 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 Head of School 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 act 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 has adopted a Conflict of Interest Code which complies with the Political Reform Act. As required, the Conflict of Interest Code has been approved by the Alameda County Board of Supervisors.

Please see Appendix 4.50 for the Conflict of Interest Code.

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, finances, and the Brown Act. We also generally participate in trainings offered by the California Charter School Association.

HEAD OF SCHOOL

The Head of School is the leader of the Charter School. S/he will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Head of School works full-time within the Charter School and communicates directly with the Board of Directors as necessary. The Head of School 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 Head of School 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:
- Understand, promote and support the mission, vision and guiding principles of EBIA Charter School.
- Ensure effective and frequent communications systems across multiple stakeholder groups.
- Seek input from staff, parents, students and Board of Directors on the school's functioning through formal and informal structures in order to make positive changes over time while maintaining program continuity and comprehensiveness.
- Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Act as a liaison, when necessary and appropriate, between parents and staff.
- 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.

- Be available to parents on a regular basis. Keep parents 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.
- Ensure that all school staff understand, promote and support the mission, vision and guiding principles of EBIA Charter School.
- Serve as primary liaison to the Board and to the larger community
- Ensure a positive and inclusive school climate is created, embracing EBIA's innovator norms.
- Ensure that systematic interventions occur whenever students are struggling; monitor quality and effectiveness of interventions to ensure they are rigorous, disciplined, and high-impact.
- Oversee the alignment of the Design Thinking, Project Based Learning, and Blended Learning models to ensure teachers understand and experience the EBIA approach as a cohesive approach; oversee the development of the EBIA Essentials of Effective Instruction to define excellent instruction and progression towards excellent instruction.
- Manage the setting of clear, measurable, motivating goals at the beginning of the year for every grade/subject and every class; ensure the team is bought into the goals and feels motivated by and accountable to them; keep goals front and center and regularly assess student progress toward them.
- Plan and develop the instructional program in partnership with the EBIA Directors and staff.
- Help facilitate regular data inquiry cycles with teaching teams to ensure all students are making adequate progress towards mastery of standards.
- Oversee the management of the assessment system to ensure that teachers are using data to drive instruction and differentiate instruction; support teachers in developing strategic individualized learning plans.
- Facilitate the identification of clear learning goals for teachers and the creation and execution of development plans using a range of coaching strategies to improve teacher effectiveness.
- Ensure that teachers receive hands-on coaching and help them master the EBIA Essentials of Effective Instruction.
- Accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable
- Hire and supervise school leadership team and other staff positions as needed. Ensure a comprehensive and thoughtful supervision process is established and continually work to help all staff reach goals and improve their performance; evaluate all staff using strategic evaluation tools and processes.
- Develop and administer the budget as approved by the Board of Directors in accordance with generally accepted accounting principles.
- Oversee all operational aspects of the school; establish and maintain efficient and effective systems and procedures. Ensure all District, County and State accountability requirements are met.
- Manage all outreach, marketing, and admissions to ensure that enrollment targets are met.

- Assist in fundraising efforts to ensure that the organization's fundraising goals are met.
- Other duties as assigned by the Board of Directors.

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.

Please see Appendix 5.30 for the Head of School Job Description.

PARENT ADVISORY COUNCIL

Our Parent Advisory Council is 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 plays a vital role in the effectiveness of our program. Charter School administration meets regularly with the leadership of the council to discuss parent community questions, the results of the annual parent feedback survey, and any concerns and ideas that arise.

Please see Parents as Partners section above on page 144 for more detail.

PARENT INVOLVEMENT IN GOVERNANCE

In addition to having a parent board member and the parent participation on the Parent Advisory Council, parents will be encouraged to contribute volunteer hours to the Charter School. Charter School Leadership maintains 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 volunteer at the Charter School. Parents/guardians will also fill out a community survey at the end of each year in order to give feedback about the Charter School and their family's experience.

Please see Appendix 4.11 for the list of Parent Volunteer Activities.

ORGANIZATIONAL CHART

Please see Appendix 4.70 for the Organizational Chart.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school.
Education Code Section 47605(b)(5)(E)

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ ESSA and Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Obligation to Report to California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the re porting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

HIRING AND RECRUITMENT

The Charter School shall ensure that all teachers teaching core subjects have "clear" credentials or are on path to clear credentials. EBIA shall make clearing credentials a condition of renewing contracts, and will create a plan, upon hiring to ensure that all credentials are updated and clear. This includes teachers who have emergency credentials and those who are transferring credentials from another state. The Charter School will also ensure that all teachers have a CLAD certification or are on path to having a CLAD certification. Current employees who need to clear their credential participate in the induction program through the Reach or other qualified teacher credentialing organization.

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.

EBIA has a comprehensive recruiting plan which includes recruiting from local universities as well as universities known for their education programs, and post on local and national job boards. We also recruit staff from successful alternative credentialing programs such as Teach For America and TNTP. The Board and current teachers and staff also make use of its extensive networks and contacts. Candidates 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.

EBIA has a hiring committee made up of teachers, staff and parents who screen, interview, and give input into teacher candidates.

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).

The Collective Bargaining agreement details how EBIA shall post vacancies and how current employees can apply for openings.

Please see Appendix 5.10 for teacher recruiting documents and Appendix 5.20 for the Collective Bargaining Agreement.

EMPLOYEE RECORDS

EBIA will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials will be kept on file in the

back office and will be readily available for inspection. Charter School administration will review teacher credentials annually.

SPECIFIC QUALIFICATIONS FOR ALL STAFF

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

- A strong belief that all students can learn at the highest levels and that all students can be successful in college.
- Self-starter, willing to innovate and create new blended and project-based curricula.
- Ability to work successfully with heterogeneous groups of students and an ethnically & economically diverse student body.
- Highly proficient in using technology and interested in the potential of technology to impact urban education.
- Strong interest in implementing successful data driven instruction and a data driven culture.
- Flexibility and adaptability to change; ability to work in a dynamic, creative and demanding learning environment.
- Driven adult learner dedicated to his or her own professional growth, including learning new and innovative teaching practices.
- 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.

SCHOOL LEADERSHIP TEAM

EBIA has a School Leadership Team, comprised of administrators who oversee aspects of both Lower and Upper Schools, and site-specific administrators who serve a specific role on that campus. Head of School, COO/CFO, Director of Student Support Services, Back-Office Administrator, and Community Engagement and Data Manager serve both campuses, while Directors of Innovative Instruction and Directors of Equity and Social Emotional Learning are

site-specific. The job description and qualifications for each position is organized below; we first describe the positions that apply to both campuses, followed by the site-specific positions.

HEAD OF SCHOOL

The Head of School at the Charter School is responsible for all aspects of the school, at both campuses. Please see Head of School section in Element 4 for additional details. The Head of 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 Head of School shall possess skills in hiring and supervising excellent teachers, and, if possible, business experience.

It is desired that the Charter School's Head of School possess a master's degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. The Head of School will 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.

Please see Appendix 5.30 for the Head of School Job Description and Qualifications.

CHIEF OPERATIONS AND FINANCIAL OFFICER (COO/CFO)

The COO/CFO oversees operations at both sites and financial management for the school. This includes enrollment and admissions, communications, technology, facilities, human resources, compliance, and administrative services. The COO/CFO is tasked with leading the school's operational and financial growth, and striving for greater effectiveness and efficiency through strong processes, internal controls, and rigorous compliance.

It is desired that the COO/CFO possess a master's degree or higher in business administration and/or education, and/or possess experience in a related field. EBIA will give preference to candidates who have a working knowledge of charter school finance and compliance.

Please see Appendix 5.31 for the Chief Operations and Financial Officer Job Description and Qualifications.

DIRECTOR OF STUDENT SUPPORT SERVICES

The Director of Student Support Services oversee services provided to the school's special populations, including students with special needs and English Learners. The director will see management of IEP and 504 plans, as well as service delivery, by staff and contractors. The director will manage the School's relationship with Selpa, and manage testing requirements for students designated as EL. The director will collaborate with teaching staff on curriculum and instruction for special populations.

It is desired that the Director of Student Support Services possess a bachelor's degree and has experience managing student support services and personnel. Admin credential in related field would be preferred.

Please see Appendix 5.32 for the Director of Student Support Services Job Description and Qualifications.

BACK OFFICE ADMINISTRATOR

The Back Office Administrator leads EBIA's work in human resources, payroll, CTC credentialing/compliance, accounts payable, and other financial systems and processes. The administrator manages EBIA's relationship with EdTec and other vendors who provide services in the areas above.

It is desired that the Back Office Administrator possess a bachelor's degree in business or other related field and/or experience in business content areas listed above. Experience in school setting is also preferred.

Please see Appendix 5.33 for the Back Office Administrator Job Description and Qualifications.

COMMUNITY ENGAGEMENT AND DATA MANAGER

The Community Engagement and Data Manager leads enrollment and admission activities, lunch programs, data management and reporting to various stakeholders, and office management/customer service. The Community Engagement and Data Manager supports compliance reporting and communication systems. It is expected that the position will also entail creation and maintenance of student records and compliance with public records requests.

It is desired that the Community Engagement and Data Manager possess a bachelor's degree in business and/or data management, and/or has experience in a related field.

Please see Appendix 5.34 for the Community Engagement and Data Manager Job Description and Qualifications.

DIRECTOR OF EQUITY AND SOCIAL EMOTIONAL LEARNING (DESEL)

The DESEL 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, DESEL shall possess skills in creating a positive, supportive, physically and emotionally safe, inclusive school culture, which includes behavior supports.

It is desired that the DESEL possess a master's degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. The DESEL 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.

Please see Appendix 5.35 for the Director of Equity and Social Emotional Learning Job Description and Qualifications.

DIRECTOR OF INNOVATIVE INSTRUCTION

The Director of Innovative Instruction 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. S/he will be the instructional leader at the Charter School, and will keep apprised of any new and innovative educational strategies and technology. The Director of Innovative Instruction will also be responsible for coaching teachers and for Professional Development.

It is desired that the Director of Innovative Instruction possess a master's degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. The Director of Innovative Instruction 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.

Please see Appendix 5.36 for the Director of Innovative Instruction Job Description.

DIRECTOR OF COLLEGE READINESS

The Director of College Readiness leads EBIA's effort in increasing student and family awareness of the college admissions process. The director will create and maintain relationships with universities that are sought after by EBIA students and families and build a robust college and career counseling service for EBIA's diverse population. The director will coordinate college visits and plan trips to colleges if appropriate. The director will also offer resources and guidance for financial aid and scholarships and provide guidance to ensure students understand the timing and requirements of paperwork involved in college admissions, including standardized testing and letters of recommendation. The director will also work with students and faculty to integrate college-related skills (e.g., essay writing, interviewing, etc) into programs at EBIA.

It is desired that the Director of College Readiness possess a bachelor's degree and has experience working in college admissions. Counseling credential in related field would be preferred.

Please see Appendix 5.37 for the Director of College Readiness Job Description and Qualifications.

TEACHERS

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. The Charter School will comply with Education Code 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.

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.

All teachers 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, 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 that the more experienced teachers can help mentor the newer teachers. Finally, all teachers teaching core subjects 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. We particularly seek out teachers with an "entrepreneurial mindset" who are flexible, open to taking feedback, and interested in continuous improvement and innovation in education. Overall, we look for candidates who are good fit with EBIA's mission, educational plan and philosophy.

Please see Appendix 5.38aa and 5.38b for the Teacher Job Descriptions.

OTHER CERTIFICATED STAFF

A pool of day-to-day, at-will (on-call) qualified substitutes, with appropriate background clearances, shall be established and a list of qualified substitutes maintained by EBIA. Other certificated staff can include education specialists, school psychologist, or other subject matter experts as needed.

CLASSIFIED STAFF

All instructional and non-instructional, classified staff will possess experience and expertise appropriate for their position with the school and as specified in the job description. Current positions include instructional aides, office managers, after school program instructors, and lunch support.

EVALUATIONS

The school leadership team is responsible for evaluating all teacher/facilitators and support staff. Charter School staff evaluation is performed at least annually. As the instructional leader, the Head of School observes teachers and provides feedback regularly. A critical part of teacher/facilitator evaluation and retention will be based on their growth as a teacher, student growth, professionalism, and "fit" with the larger organization and the Charter School. Each teacher has a yearly professional development plan (Personalized Education Plan), in which they set goals. These are similar to the students' PLPs. Our professional development plans are aligned to these PEPs and are designed to support teachers in meeting their goals. Just as staff are expected and encouraged to grow at high levels, these expectations are applied to the Head of School by the Board of Directors. Further, all school leadership team members are evaluated annually both on the attainment of their assigned performance metrics and using the Refined 360 feedback and evaluation of leadership competencies tool. Non-teaching staff members are given quarterly supervisor and peer feedback in Bamboo, EBIA's human resource management system.

Please see Appendix 5.20 for the Collective Bargaining Agreement, Appendix 5.21 for the Teacher Evaluation Rubric, Appendix 1.45 for the Head of School Evaluation Rubric (360 Degree Evaluation), and Appendix 5.22 for PEP Goal Rubric and 5.23 for a Sample PEP Tracker.

PROFESSIONAL DEVELOPMENT

Each faculty or staff member has a Personalized Education Plan. The PEP is developed by the employee with the input and approval of the Principal and using the template. The PEP asks the employee to identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of an EBIA educator in the domains of vision & implementation, culture & community, learning, building teams, self-awareness & management, social awareness & interpersonal, and decision-making & leadership. The PEP identifies the employee's present level of performance in each strand using a common rubric. The PEP indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a personalized plan for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year. There is significant time built into the annual calendar for professional development, including while students are in Intersession and regularly during the school day. We will ensure that PD is also aligned to the needs of students as determined by data analysis, including support for ELs, students with disabilities, struggling students and high achieving students.

Please see Appendix 5.21 for the Teacher Evaluation Rubric, and Appendix 5.22 for PEP Goal Rubric and 5.23 for a Sample PEP Tracker.

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

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

Health, Safety and Emergency Plan

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

Immunization and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Competitive Athletics

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that if offers, as well as Education Code section 49475 et seq. with respect to institution of a concussion protocol.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

Tobacco Use Prevention

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

Please see Appendix 6.20 for our Suicide Prevention Policy.

Transportation

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

Data Privacy

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

Mandatory Reporting

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

HEALTH AND SAFETY POLICIES

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.

Please see Appendix 5.20 for the Collective Bargaining Agreement, which outlines our safety procedures and requirements.

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

IMMUNIZATIONS

All enrolled students who receive classroom-based instruction 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.

MEDICATIONS IN SCHOOL

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.
6.

FEMININE HYGIENE PRODUCTS

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

EMERGENCY PREPAREDNESS

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. 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.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Please see Appendix 6.10 for the School Safety Plan.

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 smoke 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 ANTI-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 the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. 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 anti-discrimination and harassment policies.

Please see Appendix 1.40 for the Student and Parent Handbook, which contains the Charter School's Anti-Discrimination and Harassment Policies.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter 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 with a racial and ethnic balance that is reflective of the general population residing within the District. EBIA will have a strong focus on community – both in and outside the school. We 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 Charter School.

RECRUITING STRATEGY

EBIA engages in a variety of means and strategies to recruit students. These strategies include:

- An enrollment timeline and process that allows 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.
- Promotional materials, such as brochures, flyers, and advertisements in English as well as Spanish.
- Outreach efforts via neighborhood groups, community organizations, religious institutions, and other leadership organizations.
- Visits to local elementary schools, community centers, religious organizations, the Chamber of Commerce, and other community organizations to publicize the Charter school.
- Attendance and participation at local events and activities to promote the Charter 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 Charter School and learn about the instructional program; on-going updates to EBIA's social media pages.
- 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 the Charter School has met its 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 that reflects the general population of the District.

Please see Appendix 7.10a and 7.10b for Recruitment Materials.

ELEMENT 8: ADMISSIONS REQUIREMENTS

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).

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

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be e

Charter School shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

EBIA has used SchoolMint from year 1, and has automated the admission policies to ensure that they are followed consistently. The SchoolMint instance serves as a repository for all records related to application, lottery, offers, waitlists, and registration.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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 also strongly encourages potential students to attend a non-mandatory information session prior to applying, to give students and families an opportunity to learn more about EBIA's programs.

The open application deadline, which is normally in the winter for admission in the following September, is 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 "Public Random Drawing." However, late applications will be saved and considered in the event the waiting list developed from timely applications 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 "Public Random Drawing." 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
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, the Charter School will hold a public random drawing ("lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

As defined in EBIA's Admission Policy (See Appendix 8.10), admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Children of EBIA employees, the EBIA Board of Directors, and EBIA Founding Families identified in the initial charter. Children of staff, board, founders will not exceed 10% of total enrollment.
2. Siblings of students admitted to or attending the Charter School.
3. Students who are currently enrolled in, and students who reside in, the public elementary school where the Charter School is physically located, will be given an admission preference, with a 5:1 weighting factor, or as otherwise agreed upon with the authorizer.
4. Residents of the District participating in the random public drawing will be given a 4:1 weighting factor, or as otherwise agreed upon with the authorizer.
5. All other applicants.

Please see Appendix 0.30 for the September 2017 Material Revision of the charter petition, and Appendix 8.10 for our Admissions Policy. Please see Element 7 for EBIA's recruiting strategies, and Appendices 8.20a and 8.20b for a list of founding families who may receive preference during the second charter term.

The Charter School and District mutually agree to adhere to the requirements related to admissions preferences set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

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 are communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing are 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.

LOTTERY PROCEDURES

1. The lottery will take place within 7 days of closing the open enrollment period. For the 2019-20 school year, application/lottery forms must be received by February 28, 2019, 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 2019-20 school year, the drawing will take place on a weekday during the first week of March, at 7 p.m. The date of the drawing will be provided on the application form and on the Charter School website.
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.
5. The lottery shall draw names from pools of ballots differentiated by grade level.
6. Beginning with the highest 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 their contact information on their application/lottery forms 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. All families will be notified about results, but applicants and/or their parents/guardians will also be able to contact the Charter School to ascertain his/her 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 reflect current and future practice at EBIA. The plans may be amended by the Charter School Board as necessary. If the Charter School Board determines that changes are required, EBIA will provide notice of any abbreviated schedules and timelines on its application forms and on its website.

Figure 46. Planned Application, Public Random Drawing, and Admission Schedule

October-February	Open Houses Recruiting Events Application forms available at EBIA offices or online at eastbayia.org.
End of February	All application forms due to EBIA.
First week in March	Public random drawing conducted (if necessary). 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 EBIA, which should contain all required elements described in the Admissions Overview section above.

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)(I)

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:[69]

- On or before July 1, an annual update required pursuant to Section 47606.5.
- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

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)(I) 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.

The Board 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 1st of December of each year. The Head of School, COO/CFO, along with the audit committee, if any, 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. *Please see Appendix 9.40 for the Financial Audit Report for SY 16-17.*

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[69] EBIA understands that OUSD may have earlier timelines than those pursuant to Education Code Section 47604.33.

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

> (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
> (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
>> (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
>> (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
> (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

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

The Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

EBIA has created and will maintain a positive, supportive, inclusive, emotionally and physically safe school culture. We measure this by annual faculty, student and family surveys, school culture walkthroughs and other school culture metrics (please see Measurable Student Outcomes above in Element 2). Our guiding philosophy is one of community building and inclusion and that we keep students in class and in school as much as possible. We have now implemented both Positive Behavior Intervention Systems as well as Restorative Justice.

EBIA's 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 Head of School'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 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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 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, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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, which includes but is not limited to, electronic files and databases.

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, which includes but is not limited to, electronic files and databases.

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, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, 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 school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) 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 creation or transmission originated on or off the school site, 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, video, 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. An act of cyber sexual bullying.

        (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

        (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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) a)-(b).

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 Head of School 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 Head of School 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, which includes, but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
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) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
l) 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.
m) 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.
n) 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.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p) 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.

q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. 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, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) 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.

s) 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.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) 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 creation or transmission on or off the school site, 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, video, 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. An act of cyber sexual bullying.

    (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

    (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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.

v) 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 (3)(a)-(b).

w) 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 Head of School 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 Head of School or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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 Head of School or the Head of School'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 Head of School or designee.

The conference may be omitted if the Head of School 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) 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 Head of School or Head of School's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Head of School 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

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should

be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 Head of School 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 in open session three (3) days prior to the date of the scheduled 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 and/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 entity 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 entity 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, which 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 Head of School 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 Head of School 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

Parents/guardians of 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 Head of School or designee and the pupil and parent/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 Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed

session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. 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 SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA 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, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, 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 alterative 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, 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 direct 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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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 U.S.C. Section 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 U.S.C. Section 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 IDEA 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 needs 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 IDEA-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.

Please see Appendix 1.40 Student and Parent Handbook for Behavior and Disciplinary procedures.

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 Head of School 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)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

No student may be required to attend the Charter School.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an 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)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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.

Please see Appendix 5.20 for our Collective Bargaining Agreement.

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)

Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

The staff and Governing Board members of EBIA agree to attempt to resolve all disputes between the District and EBIA regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and EBIA except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o Head of School:
East Bay Innovation Academy
3400 Malcolm Avenue
Oakland, CA 94605

To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

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

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

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

Please see Appendix 1.40 for the Student and Parent Handbook, which contain the Uniform Compliant Policy and Procedures; and the Policy Against Harassment and Sexual Harassment.

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O)

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.

Closure Procedures
The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised

08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:
1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District.   The District discloses that the California Education Code sets forth the

requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).
e. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

As specified by the budget described in Appendix 9.10 and 9.20, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

REQUIRED NOTIFICATION TO DISTRICT

EBIA shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves EBIA without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. EBIA shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

EBIA shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the EBIA under its disciplinary procedure, as an "expulsion" under the Education Code."

"In the case of a special education student, or a student who receives 504 accommodations, EBIA will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

FACILITIES

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

Education Code Section 47605(g)

If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the

renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

(i)   Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii)   Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i)   Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii)   Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i)   Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii)   Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

•   Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

EBIA plans to take a multi-pronged approach to facilities. Ideally, we would like to have all of 6-12 on one campus. We want to be flexible and utilize all options that best fits the needs of our program and vision. This includes (but is not limited to):

- Proposition 51 funding and building or renovating a campus
- Continuing with Proposition 39 faculties

For the 2018-19 and 2019-20 school years, EBIA plans to locate its lower school (grades 6-8) program in District facilities at Thurgood Marshall Elementary School (3400 Malcolm Avenue, Oakland). EBIA plans to locate its upper school (grades 9-12) program in private facilities, at 3800 Mountain Blvd., for those years.[70] Offering two sites for the program, however, has negatively impacted EBIA's enrollment and operations. The Charter School hopes to secure a long-term agreement with the District to utilize the Marshall site to house the entire program in the future.

In absence of a long-term agreement with OUSD, EBIA plans to request facilities from the District through Proposition 39. If EBIA is not able to secure facilities that serve the school's needs from the District through Proposition 39, it will secure appropriate private facilities within the District's boundaries.

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[70] See Appendix 0.2 August 2017 Charter Material Revision, which noted the location of grades 6-12 program at 3800 Mountain Blvd starting 2017-18 school year.

The Charter School plans 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. It is anticipated EBIA's facilities would be built out over a number of years to include the following ideal end-state components:

Figure 47. Facilities Components

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 The creation of teaching neighborhoods promotes ownership and personalization by **(Clustered Seminar Rooms** breaking down the school into smaller subsets: with Adjoining Common • Area and teaching team office) 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 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

270

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 Space Office(s) needed for 1:1 assessment, counseling and instruction of special needs **Offices** 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.
Fitness Facility To facilitate and host student sports activities.

EBIA will provide the following evidence that the facility complies with the following legal requirements prior to occupying the property:

- *Zoning:* The location of the school meets local zoning requirements.
- *Building Code:* Each building on the site meets applicable building code requirements. The charter school has considered and met all requirements of the California Environmental Quality Act (i.e. proof of Environmental Review).
- The proposed site has adequate classroom space, non-classroom space and specialized teaching space for the enrollment levels to be housed at the site.
- Compliance with California Department of Education regulations regarding safety factors for school site, including proximity to airports, high-voltage power lines, hazardous air emissions, railroads, high-pressure natural gas lines, gasoline lines, pressurized sewer lines and other high-pressure water pipelines, propane tanks, noise, major roadways, geological studies and soils analysis, traffic safety, and safe routes to the school.

EBIA will schedule a walk-through of the new facility with the Office of Charter Schools to take place at last two weeks in advance of the proposed date of student occupancy.

Please see Appendix 0.20 for the 2017 Material Revision of the Charter that revised this Facilities section.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided.

Education Code Section 47605(g)

The District may charge for the actual costs of supervisorial oversight of EBIA not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if EBIA is able to obtain substantially rent-free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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. Through the first charter term, EBIA has built expertise in this area in-house, especially financial management, human resources, and instructional program development. EBIA intends to continue collaboration with EdTec, or another similar service provider to meet the Charter School's administrative needs.

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district.

Education Code Section 47605(g)

EBIA agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- EBIA is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of EBIA.

- The District is authorized to revoke this charter for, among other reasons, the failure of EBIA to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit EBIA books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

EBIA shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days' notice to EBIA. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud or abuse related to EBIA operations is received by the District, EBIA shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by EBIA by law or charter provisions."

Charter School, through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

EBIA operates 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.

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 instituted and continues to refine appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third-party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in-lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in-lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

•   Charter School is subject to District oversight.

•   The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

•   The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours' notice.

Internal Fiscal Controls

Charter School maintains sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Exclusive Public Employer

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. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

BUDGET

Governing Law: The petitioner or petitioner also shall 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 9.10, 9.20, and 9.30a-b, please find the following documents:
- A projected three-year budget.
- EBIA LCFF Calculator Workbook
- EBIA financial model narrative.

These documents are based upon the best data available to the Petitioner at this time.

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.

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.

CONCLUSION

By renewing 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 Petitioner is 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, 2019 through June 30, 2024.