

# EAST BAY INNOVATION ACADEMY (EBIA)

Creativity, Collaboration, and Innovation

*A place where optimistic innovators come together and create opportunities!*

## Charter Petition

Submitted to the Oakland Unified School District

August 14, 2013

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## OUSD CERTIFICATION STATEMENT

Proposed Charter School Name: EAST BAY INNOVATION ACADEMY

Proposed School Location (City): OAKLAND, CALIFORNIA

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

Signature of

Authorized Persons: \_\_\_\_\_ Date \_\_\_\_\_

(Please label the copy that has original signatures.)

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

Address: 873 Rosemount Road, Oakland, CA 94610 (Rochelle)  
774 Calmar Avenue, Oakland, CA 94610 (Laurie)

Daytime Phone: (510)363-6761 (Rochelle)  
(510)541-2426 (Laurie)

Fax: N/A

## AFFIRMATIONS AND ASSURANCES

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

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

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]



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

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Rochelle L. Benning and Laurie Jacobson Jones, Lead Petitioners

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August 14, 2013

## OUSD CHARTER OFFICE STATEMENT OF ASSURANCES

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

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

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

19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

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Signature

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Date

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Print Names

## FOUNDING TEAM BIOGRAPHIES

### AMBER BANKS – MEMBER OF EBIA BOARD OF DIRECTORS

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

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

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

## VIVIAN CHANG

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

## LYNDA DEAKIN

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

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

## ELANA FEINBERG

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

## MELISSA HELLER

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

#### LAURIE JACOBSON JONES – MEMBER OF EBIA BOARD OF DIRECTORS

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

#### EMILY (EMI) JOHNSON

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

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

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

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

#### TALI LEVY – MEMBER OF EBIA BOARD OF DIRECTORS

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



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

#### MADISON MOUNT

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

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

#### LOUISE KNAPP POLLARD

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

#### KATIE RITTENBERG

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

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

## OWEN ROGERS

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

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

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

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

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

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

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

## ERIKA VEXLER

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

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

## LAURA YEE

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

## EBIA ADVISORY BOARD BIOGRAPHIES

### LANDE AJOSE

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

### TODD DICKSON

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

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

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

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

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

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

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

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#### ERIN FLYNN

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

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

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

## PETER LAUB

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

## GLORIA LEE

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

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

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

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



## EBIA FOUNDING FAMILY BIOGRAPHIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## EXECUTIVE SUMMARY

### EAST BAY INNOVATION ACADEMY'S MISSION

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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 21<sup>st</sup> century global world.

### ACADEMIC VISION, FOCUS AND PLAN

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

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

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

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

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

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

#### EBIA VISION AND CORE BELIEFS:

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

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

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

#### Core Beliefs:

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

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



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

#### EBIA ACADEMIC PROGRAM

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

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

- ***Blended Learning:***

In order to offer a more personalized and differentiated approach, especially to a diverse group of learners, we will incorporate two types of blended and optimized learning: a rotation model (including flipped classroom), where students rotate between independent learning, small group work and whole class work, and a self-blended model in the later grades where students are able to take classes online on their own.

- ***Service Learning:***

In order to instill our core value of giving back to the community and to ensure authentic, real world experiences, students will also engage in external service based projects in which they will both help contribute to and improve their community.

- ***Personalized Learning and Advisory:***

EBIA believes that all students learn differently. In order to provide support and a personalized experience, every EBIA student will be paired with a Charter School educator, who will stay with the student throughout their years at the Charter School. The advisory group meets for a significant period of time per week and conducts Personalized Learning Plan (PLP) (explained more fully below) meetings two times a year with each family to map out personal academic, social-emotional, and career goals for each student.

- ***Integrated Classrooms and a Heterogeneous Student Body:***

The Charter School will reflect the larger society that our students will someday join. We will maintain a common intellectual mission where students of all demographic and educational groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to enroll in and complete college.

- ***Community Based Intersessions:***

Students at EBIA will participate in 6-8 weeks of in-depth elective courses three times during the school year (October, January and May/June) and/or internships that are run in collaboration with community organizations and local businesses.

- ***High Quality Professional Development:***

EBIA faculty will have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession, as they have those weeks to focus on developing as professionals, to collaboratively plan lessons, discuss how to support students, analyze student work and data, and make decisions as a faculty.

- ***Data Driven and Competency Based Instruction:***  
EBIA will be a leader in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders.
- ***A Focus on Social-Emotional Learning:***  
In order to best prepare students to be citizens of a 21st century interconnected world, they will have to be proficient in both academic skills and content, as well as the social-emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

## SPECIAL POPULATIONS

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

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

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

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

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

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

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

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

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

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

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

#### EBIA TEAM

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

Figure 1- EBIA Founding Team Summary

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

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

## EBIA ADVISORY BOARD

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

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

The Advisory Board includes the following individuals:

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

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

#### EBIA FOUNDERS AND COMMUNITY

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

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

## EBIA COMMITMENT

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

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



## ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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 47605b)(5)(A)(i)*

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

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

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

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

## EBIA’S MISSION

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

## EDUCATIONAL PHILOSOPHY

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

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

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

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

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

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

#### NEED AND STUDENTS TO BE SERVED:

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

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

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

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

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

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

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

“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

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

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

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

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

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

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

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

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

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

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

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

<sup>4</sup> [http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast\\_Facts.pdf](http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf)

<sup>5</sup> <http://www.census.gov/2010census/popmap/ipmtext.php?fl=06:0653000> and  
[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_DP\\_DPDP1](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1)

<sup>6</sup> [http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast\\_Facts.pdf](http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf)

<sup>7</sup> <http://www.census.gov/2010census/popmap/ipmtext.php?fl=06:0653000> and  
[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_DP\\_DPDP1](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1)

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

**Figure 4 - Oakland Public School Data Elements**

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

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

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

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

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

Our highly relevant, college and career preparatory program, meshed with a comprehensive social, emotional and academic support system, will raise the graduation rate and the college acceptance rate in Oakland.<sup>9</sup> The targeted students include many English Learners (ELs), students of color and low income students. In order to succeed, these groups of students need extensive academic and social/emotional supports, as well as teaching based on best practices for these students such as differentiated and personalized instruction, explicit literacy and basic math teaching and support, specific strategies to support ELs and special education students, academic literacy, study skills, and relevant and culturally sensitive curriculum, including project based learning. Research has also shown that students succeed and stay in school when they have one close, ongoing relationship with an adult on campus.<sup>10</sup> Best practice has also shown that students are more likely to attend and graduate from college when they are taught key social and emotional skills, as well as “social capital” skills, in concurrence with character development.<sup>11</sup> 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.<sup>12</sup> 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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<sup>8</sup> <http://www.sfgate.com/education/article/California-Oakland-S-F-dropout-rates-decline-3667306.php>

<sup>9</sup> [http://www.hamiltonproject.org/files/downloads\\_and\\_links/Messacar\\_final.pdf](http://www.hamiltonproject.org/files/downloads_and_links/Messacar_final.pdf)

<sup>10</sup> [http://www.tc.columbia.edu/centers/ncrest/Aera/aera2005\\_Advisory.pdf](http://www.tc.columbia.edu/centers/ncrest/Aera/aera2005_Advisory.pdf)

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

<sup>12</sup> [http://www.hamiltonproject.org/files/downloads\\_and\\_links/Messacar\\_final.pdf](http://www.hamiltonproject.org/files/downloads_and_links/Messacar_final.pdf)

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

#### ENROLLMENT PLAN:

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

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



**Figure 5 - Enrollment Projections by Year and Grade Level**

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

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

#### EBIA COMMUNITY SUPPORT:

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

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

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

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

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

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

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

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

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

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

#### WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY:

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

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

#### SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS

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

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

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

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<sup>14</sup> Julie Gorlewski in “Teaching Toward Utopia” in *Education Week*, June 12, 2013, Vol. 32, #35, p. 39-40), [www.edweek.org](http://www.edweek.org)

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

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

As defined by the standards published by the California State Standards<sup>16</sup> and the Common Core State Standards (CCSS)<sup>17</sup>, the academic skills necessary for an educated person in the 21st century are listed below. The achievement of these skills will be a key feature of the Charter School’s educational program.

#### COLLEGE READY LITERACY SKILLS, INCLUDING THE ABILITY TO:

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##### *From the CA State Standards:*

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

##### *From the Common Core College and Career Ready Anchor Standards:*

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

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

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

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

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

#### COLLEGE-READY MATH SKILLS, INCLUDING THE ABILITY TO:

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##### From the CA state standards:

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



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

*From the Common Core Math Standards:*

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

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

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*From the CA state standards:*

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

*From the Common Core Standards:*

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

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

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

Non-academic skills (social emotional skills) necessary for an educated person in the 21st century<sup>18</sup> include five major skills.

The definitions of the five competency clusters for students are:

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

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

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

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

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

#### HOW LEARNING BEST OCCURS

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

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

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

## CORE BELIEFS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### CHARACTER TRAITS – EBIA INNOVATOR NORMS:

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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.<sup>26</sup> 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.<sup>27</sup> The character traits below were based on this research. The character traits, as well as the SEL skills listed above, will form the basis for our character development, another aspect of how learning best occurs at EBIA.

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

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

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

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

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

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<sup>26</sup> Seligman, M. *Authentic Happiness*, 2002

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

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

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

#### STATE PRIORITIES: ANNUAL GOALS AND ACTIONS

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

**Figure 6 - Charter School Annual Goals and Actions**

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



<b>State Priority #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #2</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>All EBIA curriculum will be aligned to CCSS.</li> <li>All EBIA curriculum will be designed to support ELs and other struggling subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum maps for each course written prior to school opening and revisited yearly.</li> <li>All curriculum maps will have goals and strategies to support ELs and will be aligned to ELD standards.</li> <li>40+ days of Professional Development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students.</li> </ul>
<b>State Priority #3.</b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #3</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>Parents view themselves as a key component of the school's and student success.</li> <li>Parents and students will demonstrate high satisfaction with the academic program.</li> </ul>	<ul style="list-style-type: none"> <li>Published list of differentiated opportunities for parental involvement.</li> <li>Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.).</li> <li>Annual community survey .</li> </ul>
<b>State Priority #4.</b> Pupil achievement, as measured by all of the following, as applicable:	
A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i> ) or any subsequent assessment of college preparedness	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #4</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>All students will become proficient in English, math, science and social science.</li> <li>All students perform well on all external tests.</li> <li>All students show growth on benchmark assessments.</li> <li>All students show growth on external measures.</li> </ul>	<ul style="list-style-type: none"> <li>Standards based and aligned curriculum maps.</li> <li>Regular benchmark assessments (minimum 3x per year) aligned to standards.</li> <li>Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction).</li> <li>Rigorous graduation requirements (beyond UC A-G).</li> <li>Curriculum maps designed to support ELs and struggling students.</li> <li>Curriculum maps aligned with EAP assessments.</li> <li>Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups .</li> </ul>

<p><b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #5</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>Students attend school regularly, consistently, and on time.</li> </ul>	<ul style="list-style-type: none"> <li>Advisory System and course to support students.</li> <li>Social-Emotional learning in all courses.</li> <li>Personalized Learning Plans.</li> <li>Extensive support structures, including early intervention plans.</li> <li>Extensive community building via orientation, advisory, and morning meeting.</li> </ul>
<p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #6</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world.</li> <li>All students consistently demonstrate strong SEL skills and Innovator Norms.</li> <li>Students will show growth on all SEL skills and Innovator Norms.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive community building via advisory, orientation and morning meeting as well as other school events</li> <li>Advisory system and course.</li> <li>Social-Emotional Learning in all courses.</li> <li>Personalized Learning Plans.</li> <li>Analysis of and action plans from community surveys.</li> </ul>
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #7</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous graduation requirements that exceed UC A-G.</li> <li>Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).</li> <li>Comprehensive college admission process and</li> </ul>

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

## INSTRUCTIONAL MODEL AND KEY ACADEMIC PROGRAM FEATURES

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

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

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

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

#### PERSONALIZED LEARNING AND DIFFERENTIATED INSTRUCTION VIA TECHNOLOGY:

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In order to both properly differentiate instruction for a heterogeneous student body and prepare students for work in the STEM fields, we will incorporate several types of differentiated instruction via blended learning. Best practices show that learning can be differentiated by process (learning style/multiple modalities, learning setting, interest and readiness) and product.<sup>28</sup> Here are the aspects of personalized learning that we will employ<sup>29</sup>:

##### 1. GOAL SETTING AND PROGRESS MONITORING:

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

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

<sup>29</sup> Aspire Public School's Guide to Blended Learning:  
[http://learningaccelerator.org/media/3d90f736/Blended\\_Learning\\_Handbook\\_6713\\_Final.pdf](http://learningaccelerator.org/media/3d90f736/Blended_Learning_Handbook_6713_Final.pdf)

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

## 2. BLENDED LEARNING: ROTATIONAL MODEL:

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

## 3. BLENDED LEARNING: SELF-BLEND:

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

## 4. FLIPPED CLASSROOM:

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

## 5. DIFFERENTIATED HOMEWORK:

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

## 6. GRADUAL RELEASE:

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

students in how to do independent work or practice during independent learning time. Furthermore, as students progress throughout the program, students will have more time to personalize their learning—in the later grades, students will gradually learn more independently, and have more choice in their learning. As explained by Douglas Fisher and Nancy Frey of San Diego State University<sup>30</sup>, 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.”<sup>31</sup>

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#### PROJECT BASED LEARNING:

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

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#### SERVICE LEARNING:

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

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<sup>30</sup> 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.

<sup>31</sup> Buehl, “Scaffolding,” Reading Room, 2005

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

#### PERSONALIZED LEARNING AND ADVISORY:

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

#### INTEGRATED CLASSROOMS AND A HETEROGENEOUS STUDENT BODY:

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

#### A FOCUS ON INNOVATION AND THE STEM FIELDS:

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

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

### 1. REQUIRED DESIGN COURSE:

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

### 2. TECHNOLOGY EMBEDDED THROUGHOUT THE PROGRAM:

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

### 3. "MAKER TIME":

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

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



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

#### 4. CODING AS LITERACY:

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

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

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

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

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

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

<sup>36</sup> Tough, 2012.

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

## 5. CREATION OF DIGITAL PRODUCTS:

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

## 6. GRADUATION REQUIREMENTS BASED ON STEM FIELDS:

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

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

## DATA DRIVEN AND COMPETENCY BASED INSTRUCTION:

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

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

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

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

The EBIA Assessment approach will be discussed in the Assessment Section below. In general, the following five pronged approach to data- driven instruction will be taken at EBIA<sup>39</sup>:

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

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

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

## HIGH QUALITY PROFESSIONAL DEVELOPMENT:

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

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

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

## PARENTS AS PARTNERS:

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

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

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

#### AN EMPHASIS ON SKILL BUILDING:

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

#### INSTRUCTIONAL MODEL MATRIX

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

**Figure 7 - Instructional Model Matrix**

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

## STRUCTURES TO SUPPORT LEARNING

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

### SCHOOL SIZE:

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

### SMALL CLASS SIZES AND SMALLER STUDENT GROUPINGS:

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

### LONGER SCHOOL DAY AND LONGER SCHOOL YEAR:

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

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



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

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

#### BLOCK SCHEDULING:

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

Block scheduling provides the following advantages:

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

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

#### INTERSESSION:

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

Intersession will provide the following specific academic supports:

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

#### MORNING MEETING:

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

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

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

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

#### PERSONALIZED LEARNING PLANS:

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

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

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

## SOCIAL AND EMOTIONAL LEARNING (SEL):

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

### 1. ADVISORY:

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

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

**The five main areas of Advisory are:**

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

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

**Figure 8 - Sample of Advisory Curriculum by Grade**

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Heath &amp; Wellness</b>	50%	10%	50%	10%	50%	10%	10%
<b>Academic Literacy</b>	25%	40%	10%	40%	10%	10%	0%
<b>Professional Skills</b>	5%	25%	15%	10%	10%	10%	10%
<b>College and Career</b>	5%	5%	5%	10%	10%	60%	70%
<b>Community Building</b>	25%	20%	20%	30%	20%	10%	10%

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

## 2. PERSONALIZED LEARNING PLANS

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

## 3. INTEGRATION INTO CORE CURRICULUM AND EXPEDITIONS

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

#### 4. INTEGRATION INTO INTERSESSION

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

#### 5. CELEBRATION OF CHARACTER DEVELOPMENT

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

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#### TEACHING STRATEGIES

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

##### BALANCED PEDAGOGY:

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In order to build both content knowledge and 21<sup>st</sup> 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:

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

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

#### DIRECT INSTRUCTION:

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

#### GUIDED AND INDEPENDENT PRACTICE, “INDEPENDENT LEARNING”

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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.<sup>42</sup> Independent practice may also be differentiated and adaptive to support students in the areas where they most need additional practice.<sup>43</sup>

#### GROUP WORK:

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

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

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

<sup>43</sup> Independent Practice is the last part of Fisher and Fray’s Gradual Release Model.



**COMPLEX INSTRUCTION** is a specific form of group-work that evolved from over 20 years of research at the Stanford School of Education.<sup>44</sup> 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

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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.<sup>45</sup>

#### TAXONOMY OF EFFECTIVE TEACHING PRACTICES

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Drawing from highly successful practices at many high performing charter schools, including the Uncommon Schools, teachers will employ several strategies<sup>46</sup> from the Taxonomy of Effective Teaching Practices during Direct Instruction, Whole Class Time, Small Group instruction, and sometimes during independent learning [Figure 9]. Teachers will receive training during intersession and faculty planning times on these practices, and receive feedback on their practice of these methods during observations.

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

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

<sup>46</sup> Lemov, D. *Teach Like a Champion*. Jossey-Bass, 2010.

**Figure 9 - Taxonomy of Effective Teaching Practices**

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

## PROJECT-BASED INSTRUCTION AND LEARNING

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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 and digital products.

## APPRENTICESHIP

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

## DISTANCE LEARNING

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

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## COURSE SEQUENCE AND GRADUATION REQUIREMENTS

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

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

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

## GRADUATION REQUIREMENTS:

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

**Figure 11 – EBIA Graduation Requirements**

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

## SAMPLE COURSE SEQUENCE:

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

**Figure 12 - Sample EBIA Course Sequence**

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

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

## STUDENT INTERSESSION:

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

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

There will be several types of intersession courses:

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

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

**Figure 13 - Sample Intersession Sequence**

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

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## EDUCATOR INTERSESSION:

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

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## CURRICULUM STANDARDS AND MATERIALS

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

**Figure 14 - Curriculum Standards Matrix**

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



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

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

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

#### LANGUAGE ARTS:

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

#### MATHEMATICS:

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

#### SCIENCE:

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

#### SOCIAL STUDIES:

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

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

#### VISUAL AND PERFORMING ARTS:

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

#### PHYSICAL EDUCATION:

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

#### TECHNOLOGY:

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

#### HEALTH INSTRUCTION:

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

## SOCIAL AND EMOTIONAL SKILLS:

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

## ACADEMIC LITERACY:

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

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## CURRICULUM RESOURCES BY SUBJECT AND GRADE

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

**Figure 15 - Curriculum Resources by Subject and Grade**

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

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

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

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

## CURRICULUM DEVELOPMENT

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

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

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



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## PROMOTION POLICY

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

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

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

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

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

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

## GRADING POLICY

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

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

**Figure 16 - EBIA Grade Summary**

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

## ATTENDANCE AND THE STANDARD SCHOOL DAY:

EBIA will operate with an extended school day and year, offering the needed supports to ensure all students are ready for success in college and career. The school year consists of 185<sup>47</sup> calendar days with typical school hours running from 8:00AM for EBIA's daily Morning Meeting for all students and staff, to our end of day Tutoring, Office Hours and Maker Time support and enrichment programs running through 5:00PM each day. For new students, we have an additional four day orientation scheduled each August, in order to acculturate them to the Charter School. Furthermore, 14 days of academic acceleration courses during July will be required for students who do not meet grade level standards and/or promotion requirements at the end of the regular academic year or those incoming 6<sup>th</sup> and 9<sup>th</sup> grade students who need additional assistance as determined by placement tests. Please see the figure below [Figure 17], Appendix 1.6 School Calendar, and Appendixes 1.7, 1.8, 1.9 for Sample Daily Class Schedules for a 6<sup>th</sup> and 9<sup>th</sup> Grade Student and one Teacher.

**Figure 17 – Proposed 2014-2015 School Year Summary**

August 2014 – July 2015

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

\*If needed for academic acceleration

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

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

**Figure 18 – Proposed Instructional Minutes Summary**

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

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

**Figure 19 – Proposed Additional Student Support Activity Minutes**

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

## ABSENCES

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

## SUPPORTS FOR UNDERPERFORMING STUDENTS

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

### 1. CLASSROOM LEVEL

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

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

### 2. INTERSESSION

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

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

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

### 3. SUMMER SCHOOL

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

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

#### 4. GRADE LEVEL RETENTION

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

#### STRATEGIES TO SUPPORT ACADEMICALLY LOW ACHIEVING STUDENTS

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

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

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

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

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

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

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#### TIERED-SERVICE MODEL AND AT-RISK IDENTIFICATION

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

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

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

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

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

**Figure 20 - Tiered-Service Model for At Risk Intervention**

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



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

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

County Mental Health		
Modifications to program/curriculum		

As noted above, EBIA will provide extensive support to all students in Level 1, 2, and 3. It is a philosophical belief that all students benefit most from being part of general education classrooms with their grade level peers whenever possible<sup>48</sup>. It EBIA's belief that high quality teaching incorporates most supports that are generally considered "additional supports" for struggling/at-risk student. For example, the independent learning time in EBIA courses will all be highly personalized with data and 1-to-1 laptops, and differentiated instruction. Or, Specifically Designed Academic Instruction in English (SDAIE) "sheltered" strategies used for EL students in the classroom, can help almost all students. In addition, the intersession sessions provide extended time for students who need it, and also allow for intensive small group academic acceleration support and extension. All of these supports would generally be considered part of a program to assist special populations in a traditional school; however, these are supports that are available to all students at EBIA that could benefit from them.

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

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#### ADDITIONAL SUPPORTS FOR STUDENTS

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

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

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

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

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#### STUDENT SUCCESS TEAM AND RESPONSE TO INTERVENTION

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

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

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## SUPPORTING SPECIAL EDUCATION STUDENTS

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

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

## SPECIAL POPULATIONS

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### SERVING ENGLISH LEARNERS

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

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

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

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

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

## HOME LANGUAGE SURVEY

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

## CELDT TESTING

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

enrollment<sup>49</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

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

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## IMPLEMENTATION OF STRUCTURED ENGLISH IMMERSION

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

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## STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

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

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

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### 1. SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)

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

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

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

## 2. DIFFERENTIATED INSTRUCTION

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

## 3. PROVIDE READING SUPPORT

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

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

## 4. DIRECT VOCABULARY INSTRUCTION

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

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

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



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

## 5. DEVELOP ACADEMIC ENGLISH

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

## 6. SCHEDULE PEER LEARNING AND INCREASE PRODUCTION

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

## 7. OTHER SPECIFIC STRATEGIES TO SUPPORT LANGUAGE ACQUISITION

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

## 8. ACADEMIC ACCELERATION

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

## ASSESSMENT AND RECLASSIFICATION PROCEDURES

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

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

## MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

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

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

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

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

#### METRICS TO ASSESS THE PROGRESS OF OUR ELL STUDENTS INCLUDE:

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

#### PROFESSIONAL DEVELOPMENT

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

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

#### PARENT NOTIFICATION

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

#### SERVING STUDENTS WITH DISABILITIES

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

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

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

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

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

#### SECTION 504 OF THE REHABILITATION ACT

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

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

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

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

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

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

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

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

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

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

#### SERVICES FOR STUDENTS UNDER THE “IDEIA”

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

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

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

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

## STAFFING

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

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

## NOTIFICATION AND COORDINATION

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

## IDENTIFICATION AND REFERRAL

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

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

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

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

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

## ASSESSMENTS

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

## IEP MEETINGS

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

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



## IEP DEVELOPMENT

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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

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

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

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

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

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

## INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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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

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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

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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

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

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

## DUE PROCESS HEARINGS

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

## SELPA REPRESENTATION

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

## FUNDING

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

## SUPPORTING SOCIOECONOMICALLY DISADVANTAGED STUDENTS

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

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

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

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

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

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#### SUPPORTING ACADEMICALLY HIGH ACHIEVING STUDENTS

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

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

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

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

## ELEMENT 2: STUDENT OUTCOMES AND OTHER USES OF DATA

*Governing Law: The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.*

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

### MEASURABLE STUDENT OUTCOMES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 7: EBIA will demonstrate fiduciary and financial responsibility.

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

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

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

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

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

## OUTCOMES ALIGNED TO STATE PRIORITIES

**Figure 21 - Outcomes Aligned to State Priorities**

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



<b>State Priority #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #2</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
<ul style="list-style-type: none"> <li>All EBIA curriculum will be aligned to CCSS.</li> <li>All EBIA curriculum will be designed to support ELs and other struggling subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum maps for each course written prior to school opening and revisited yearly.</li> <li>All curriculum maps will have goals and strategies to support ELs.</li> <li>40+ days of professional development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students?</li> </ul>	<ul style="list-style-type: none"> <li>75% of ELs are redesignated yearly.</li> <li>90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.</li> </ul>
<b>State Priority #3.</b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation		
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #3</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
<ul style="list-style-type: none"> <li>Parents view themselves as a key component of the schools' and student success.</li> <li>Parents demonstrate high satisfaction with the school's program.</li> </ul>	<ul style="list-style-type: none"> <li>Published list of differentiated opportunities for parental involvement.</li> <li>Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.).</li> <li>Annual community survey.</li> </ul>	<ul style="list-style-type: none"> <li>90% of parents complete 5+ hours of volunteering.</li> <li>75% of parents complete community survey.</li> <li>Parental attendance at community meetings is significant according to school leader.</li> <li>90% of parents agreeing to focused questions on annual community survey.</li> </ul>

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

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

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

		preparedness via EAP or equivalent.
<b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>		
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #5</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
<ul style="list-style-type: none"> <li>Students attend school regularly, consistently and on time.</li> </ul>	<ul style="list-style-type: none"> <li>Advisory System and course to support students.</li> <li>Social-Emotional learning in all courses.</li> <li>Personalized Learning Plans.</li> <li>Extensive support structures, including early intervention plans.</li> <li>Extensive community building via orientation, advisory, and morning meeting.</li> </ul>	<ul style="list-style-type: none"> <li>95% Average Daily Attendance.</li> <li>Less than 3% per day (average) tardy</li> <li>Less than 2% annual Chronic Absentee Rate.</li> <li>Less than 1% Middle School Dropout rate.</li> <li>Less than 3% High School Dropout Rate (cohort).</li> <li>95% High School Graduation Rate (cohort).</li> </ul>
<b>State Priority #6.</b> School climate, as measured by all of the following, as applicable: <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>		
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #6</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
<ul style="list-style-type: none"> <li>Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world.</li> <li>All students consistently demonstrate strong SEL skills and Innovator Norms.</li> <li>Students will show growth on all SEL skills and Innovator Norms.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive community building via advisory, orientation and morning meeting as well as other school events.</li> <li>Advisory system and course.</li> <li>Social-Emotional Learning in all courses.</li> <li>Personalized Learning Plans.</li> <li>Analysis of and action plans from community surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Less than 10% suspensions.</li> <li>Less than 1% expulsions.</li> <li>At least 75% of all students will reach Personal Learning Plan goals on the SEL rubric.</li> <li>75% of students rated proficient or above on SEL rubric.</li> <li>80% + of students say other students consistently demonstrate Innovator norms on annual community survey.</li> <li>90% of students are satisfied with EBIA on</li> </ul>

		community survey. <ul style="list-style-type: none"> <li>90% of parents are satisfied with EBIA on community survey.</li> <li>Less than 10% transfer rate.</li> </ul>
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous graduation requirements that exceed A-G.</li> <li>Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).</li> <li>Comprehensive college admission process and program.</li> </ul>	<ul style="list-style-type: none"> <li>95% of students graduate on time.</li> <li>98% of students are accepted to a 4 year college.</li> </ul>
<p><b>State Priority #8.</b> Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>Goal 1: All students will become proficient readers and writers of the English Language.</p> <p>Goal 2: All students will become proficient in mathematical skills and content.</p> <p>Goal 3: All students will become proficient in science concepts and scientific thinking.</p> <p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> <li>Standards based and aligned curriculum maps.</li> <li>Regular benchmark assessments (minimum 3x per year) aligned to standards.</li> <li>Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction).</li> <li>Rigorous graduation requirements (beyond UC A-G).</li> <li>Curriculum maps designed to support ELs and struggling students.</li> <li>Curriculum maps aligned with</li> </ul>	<ul style="list-style-type: none"> <li>70% or more of all students will demonstrate at least one year of growth on the English STAR test or CCSS test.</li> <li>70% of students will show growth on their internal benchmark assessments for English.</li> <li>75% or more of all students will be proficient or above English STAR or CCSS test.</li> <li>An average of 70% or more of all students will be classified as having an advanced or proficient</li> </ul>

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

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

Figure 22 - EBIA School Outcomes

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

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



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

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

### ELEMENT 3: METHODS OF MEASUREMENT

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

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

### ASSESSMENT

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

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## EDUCATIONAL TECHNOLOGY FOR CONTENT DELIVERY, DATA GATHERING AND ASSESSMENT

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

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

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

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## EXTERNAL ASSESSMENTS

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

**Figure 23 – External and Internal Assessments by Grade Level**

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

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

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

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

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#### INTERNAL ASSESSMENTS

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

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

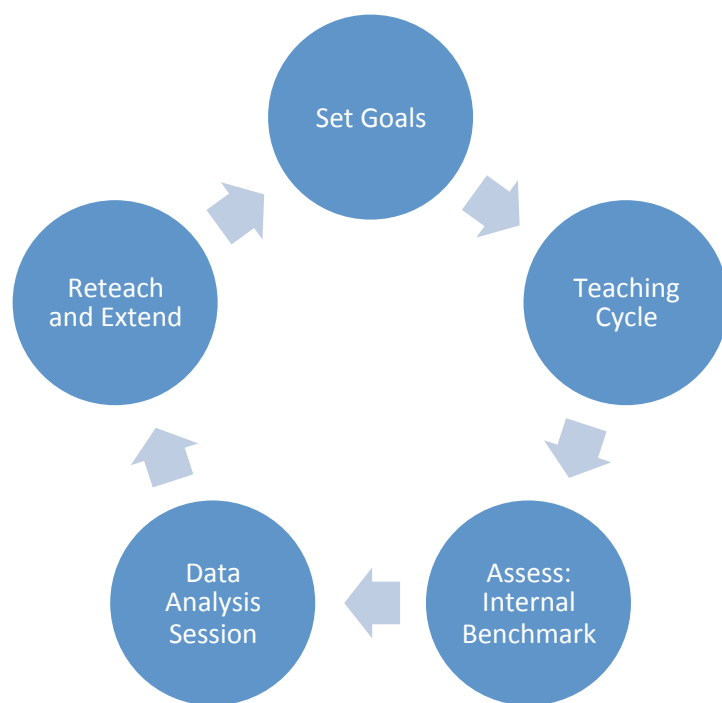
Finally, students will have large, summative assessments at the end of each year in the form of expeditionary projects. Students will also create digital portfolios of their work, and defend them to a panel of community members. Faculty will determine whether or not students met grade level and subject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

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#### DATA ASSESSMENT CYCLE

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

**Figure 24 - EBIA Data Assessment Cycle**



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## OVERVIEW OF DATA ANALYSIS SESSIONS

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

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

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

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

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

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



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

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

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

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## PROFESSIONAL DEVELOPMENT FOR DATA ANALYSIS

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

### 1. LEADERSHIP DATA ANALYSIS TRAINING

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

### 2. TECHNOLOGY TRAINING

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

### 3. GUIDED PRACTICE WITH DATA

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

### 4. COLLABORATIVE SHARING AND FEEDBACK

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

### 5. SCHOOL-WIDE AND SUB-GROUP ASSESSMENT

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

## USE AND REPORTING OF DATA

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

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

### DATA COLLECTION:

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

### DATA ANALYSIS:

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

### REPORTING:

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

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

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

#### CONTINUOUS IMPROVEMENT:

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

## ELEMENT 4: GOVERNANCE

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

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

### NON PROFIT PUBLIC BENEFIT CORPORATION

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

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

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

### BOARD OF DIRECTORS

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

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

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

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

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

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

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

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

#### BOARD MEETINGS AND DUTIES

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

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

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

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

The Charter School shall comply with the Brown Act.

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

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

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

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

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#### THE ADVISORY BOARD

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



The Advisory Board includes the following individuals:

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

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

#### THE EXECUTIVE DIRECTOR

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

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

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

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

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

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

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#### PRINCIPAL

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

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

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

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

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#### PARENT ADVISORY COUNCIL

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

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#### PARENT INVOLVEMENT IN GOVERNANCE

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

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#### ORGANIZATIONAL CHART

Attached as Appendix 4.5, please find an Organizational Chart.

## ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

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

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

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

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

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### SPECIFIC QUALIFICATIONS FOR ALL STAFF

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

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

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## ADMINISTRATORS

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

## EXECUTIVE DIRECTOR QUALIFICATIONS

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

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

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

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

## PRINCIPAL QUALIFICATIONS

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

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

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## TEACHERS

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

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

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



Figure 25 - NCLB High Qualified Requirements

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

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

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

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

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#### NON-INSTRUCTIONAL

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

Please see The Employee Handbook in Appendix 5.3.

## ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

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

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

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

### PROCEDURES FOR BACKGROUND CHECKS

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

### ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

### TB TESTING

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

## IMMUNIZATIONS

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

## MEDICATION IN SCHOOL

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

## VISION, HEARING, AND SCOLIOSIS

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

## DIABETES

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

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

## EMERGENCY PREPAREDNESS

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

## BLOOD BORNE PATHOGENS

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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

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

## FACILITY SAFETY

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

## COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

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

## ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

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

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

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

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

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

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

## ELEMENT 8: ADMISSIONS REQUIREMENTS

*Governing Law: Admission requirements, if applicable.*

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

### ADMISSIONS OVERVIEW

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

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

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

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

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



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

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#### PUBLIC RANDOM DRAWING

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

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

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

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

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

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

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

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#### LOTTERY PROCEDURES

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

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

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#### PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

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

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

**Figure 26 - Application, Drawing, Admission Process**

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

## ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

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

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

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

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

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

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

## ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

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

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

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

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#### 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.

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#### B. ENUMERATED OFFENSES

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

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

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

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## C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

### 1. Conference

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

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

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

### 2. Notice to Parents/Guardians

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



### 3. Suspension Time Limits/Recommendation for Expulsion

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

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#### D. AUTHORITY TO EXPEL

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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#### E. EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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#### F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the

hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the

complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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#### 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.

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#### H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

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#### I. WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's

obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

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#### 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.

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#### 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.

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#### L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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#### 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.

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#### N. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting

regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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#### O. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

##### 1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

##### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

## 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.



- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## ELEMENT 11: RETIREMENT SYSTEMS

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

*Education Code Section 47605(b)(5)(K).*

Certificated employees shall participate in the State Teachers' Retirement System ("STRS"). Non-certificated employees shall contribute to federal social security. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage have been made.

## ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

*Education Code Section 47605(b)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

*Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School.

Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## ELEMENT 14: DISPUTE RESOLUTION

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

*Education Code Section 47605(b)(5)(N).*

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines

and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Please see Appendixes 14.1 EBIA Draft Uniform Compliant Policy and Procedures; and 14.2 EBIA Draft Policy Against Harassment and Sexual Harassment.

## ELEMENT 15: PUBLIC SCHOOL EMPLOYER

*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).*

*Education Code Section 47605(b)(5)(O).*

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). The Charter School shall comply with the EERA.

## ELEMENT 16: CLOSURE PROCEDURES

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

*Education Code Section 47605(b)(5)(P).*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Charter School will comply with the District's approved procedures for school closure in the event that the charter is relinquished, revoked, or not renewed.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Alameda County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store



the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit

public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the three budget scenarios described in Appendix MP.1, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS PROVISIONS

### BUDGET AND FINANCIAL REPORTING

*Governing Law: “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.”*

*Education Code Section 47605(g).*

Attached, as Appendixes MP.1, MP.2, and MP.3, please find the following documents:

- A projected three year budget including startup costs and cash-flow for EBIA’s three financial scenarios. (Scenario #1 – Prop 39 Facility; Scenario #2 – School Rents Facility, and Scenario #3 – School Rents Facility and Does Not Obtain PCSGP).
- EBIA LCFF Calculator Workbook
- EBIA financial model narrative for all three scenarios.

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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## 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.

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## ADMINISTRATIVE SERVICES

*Governing Law: "The manner in which administrative services of the school are to be provided."*

*Education Code Section 47605(g).*

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. EBIA intends to contract with EdTec, or another similar service provider to meet the Charter School's administrative needs.

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## FACILITIES

*Governing Law: "The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate."*

*Education Code Section 47605(g).*

The Charter School plans to request facilities from the District through Proposition 39. If the Charter School is not able to secure facilities from the District through Proposition 39, it will secure appropriate private facilities within the District's boundaries. The Charter School wishes to locate in an attendance area of a school that is in Program Improvement (PI) Year 3, 4, or 5, and has an Academic Performance Index (API) decile rank of 1 or 2.

The Charter School should be able to house all EBIA students as enrollment grows year over year, and be located in a central location that is easily accessible by public transportation from most Oakland neighborhoods. The Uptown or West Oakland neighborhoods are two areas that seem particularly suited for EBIA's location; however EBIA is willing to consider any available

OUSD building that would be appropriate for its needs. It is anticipated EBIA's facilities would be built out over a number of years to include the following ideal end-state components:

Facility Component	Requirement Description
<b>Technology Infrastructure</b>	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.
<b>Great Room</b>	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.
<b>Teaching Neighborhoods (Clustered Seminar Rooms with Adjoining Common Area and teaching team office)</b>	The creation of teaching neighborhoods promotes ownership and personalization by breaking down the school into smaller subsets: <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Teams of math/science and humanities teachers share offices that adjoin seminar rooms in the teaching neighborhoods they work in.</li> </ul>
<b>Project Studios</b>	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.
<b>Laboratories</b>	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.
<b>Indoor/Outdoor Connection</b>	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.
<b>Venues for Display</b>	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.
<b>Education Specialist Offices</b>	Office(s) needed for 1:1 assessment, counseling and instruction of special needs students.
<b>Offices/Reception</b>	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.

<b>Food Service Area</b>	Kitchen and food distribution facilities set-up to prepare, distribute, and consume breakfast and lunch to students. End-state ideal would be a central point for food preparation, and distributed café style delivery at a few various locations at the school.
<b>Fitness Facility</b>	To facilitate and host student sports activities.

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## 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.

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## MEALS

We intend to provide meals to our students. However, we reserve the right not to provide this service.

## POTENTIAL CIVIL LIABILITY EFFECTS

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District.*

*Education Code Section 47605(g).*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a **charter** school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2014 through June 30, 2019.