



East Bay Innovation Academy

EBIA 2018 Annual Board Retreat

Date and Time

Sunday February 11, 2018 at 9:00 AM PST

Location

3400 Malcolm Avenue, Oakland CA 94605

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Record Attendance and Guests		Rochelle Benning	1 m
B. Call the Meeting to Order		Rochelle Benning	1 m
C. Public Comment		Rochelle Benning	10 m
II. Key Activities for 2017 - 2018			
A. Charter Renewal for Fall 2018	Discuss	Rochelle Benning	60 m
<ul style="list-style-type: none"> - review EBIA Charter Petition - review Five Year Financials - Discuss any potential suggested changes 			
B. EBIA Facilities	Discuss	Rochelle Benning	30 m
<ul style="list-style-type: none"> - Discuss current status of facilities projects, obtain board feedback and request board support 			
C. Development Activities	Discuss	Michelle Cho	60 m
<ul style="list-style-type: none"> - discuss current activities, develop strategy and plan for current and outlying years, obtain board commitment and support 			
D. Top 3 to 4 EBIA Board Priorities	Discuss	Rochelle Benning	30 m
<ul style="list-style-type: none"> Based on prior conversations - establish priorities for EBIA. 			
III. Break - Lunch			
A. Break for Lunch	FYI	Rochelle Benning	30 m

IV. Governance

- | | | | |
|--|---------|------------------|------|
| A. Executive Performance Review | Discuss | Devin Krugman | 45 m |
| - Review Executive Director performance feedback, establish goals | | | |
| B. EBIA Board Evolution and Board Composition | Discuss | Rochelle Benning | 30 m |
| - Discuss background, skills and attributes needed to build out the EBIA board | | | |
| - Where are we in terms of process maturity as a board | | | |
| C. Role of EBIA Board Member | Discuss | Rochelle Benning | 60 m |
| - Discuss roles and responsibilities, areas where board help and attention is needed, draft board commitment document | | | |
| D. Board Committees | Vote | Rochelle Benning | 60 m |
| Based on agreed upon work and board priorities - determine if committees are required to support and lead these efforts. | | | |

V. Closing Items

- | | | | |
|---------------------------|------|------------------|------|
| A. Public Comment | FYI | Rochelle Benning | 30 m |
| B. Adjourn Meeting | Vote | Rochelle Benning | 1 m |

Cover Sheet

Charter Renewal for Fall 2018

Section: II. Key Activities for 2017 - 2018

Item: A. Charter Renewal for Fall 2018

Purpose: Discuss

Submitted by:

Related Material:

EBIA_MYP DRAFT_2018.02.09_with GGA.pdf

EBIA_MYP DRAFT_2018.02.09_with OUSD prop 39.pdf

February 2018 Board Retreat - CharterRenewalPlanning.Feb2018.pptx

February 2018 Board Retreat -

charter_renewal_handbook_2017-18_updated_6.22.17.docx

East Bay Innovation Academy
 Multiyear Budget Summary DRAFT
 GGA

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
	Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY							
Revenue							
LCFF Entitlement	3,848,721	4,768,584		5,860,650	6,585,457	7,227,695	7,453,745
Federal Revenue	141,082	122,727		139,384	158,839	170,750	180,292
Other State Revenues	748,755	868,023		955,022	769,347	815,766	830,810
Local Revenues	168,952	171,217		342,655	395,185	434,703	435,040
Fundraising and Grants	417,250	187,600		203,500	212,500	219,250	219,250
Total Revenue	5,324,760	6,118,150		7,501,211	8,121,328	8,868,163	9,119,138
Expenses							
Compensation and Benefits	3,451,867	4,557,314		5,239,378	6,049,085	6,289,025	6,506,344
Books and Supplies	241,697	276,125		268,280	332,977	314,024	320,305
Services and Other Operating Expenditures	1,847,716	2,152,005		2,313,390	1,746,020	1,725,138	1,609,263
Depreciation	-	-		-	-	-	-
Total Expenses	5,541,280	6,985,444		7,821,048	8,128,081	8,328,187	8,435,912
Operating Income	(216,520)	(867,294)		(319,837)	(6,754)	539,976	683,226
Fund Balance							
Beginning Balance (Unaudited)	497,956	247,991		(619,303)	(939,140)	(945,893)	(405,918)
Audit Adjustment	(33,445)	-		-	-	-	-
Beginning Balance (Audited)	464,512	247,991		(619,303)	(939,140)	(945,893)	(405,918)
Operating Income	(216,520)	(867,294)		(319,837)	(6,754)	539,976	683,226
Ending Fund Balance (including Depreciation)	247,991	(619,303)		(939,140)	(945,893)	(405,918)	277,308
Ending Fund Balance as a % of Expenses	4%	-9%		-12%	-12%	-5%	3%
Capital Outlay	-	-		-	-	-	-

East Bay Innovation Academy
 Multiyear Budget Summary DRAFT
 GGA

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
Detail	Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Breakdown							
6	123	116	-	115	115	115	115
7	121	116	-	115	115	115	115
8	119	116	-	115	115	115	115
9	78	116	-	115	115	115	115
10	52	75	-	110	110	115	115
11	-	45	-	75	110	110	110
12	-	-	-	45	70	110	110
Enrollment Summary							
4-6	123	116	-	115	115	115	115
7-8	240	232	-	230	230	230	230
9-12	130	236	-	345	405	450	450
Total Enrolled	493	584	-	690	750	795	795
ADA %							
4-6	97%	96%	-	96%	96%	96%	96%
7-8	96%	96%	-	96%	96%	96%	96%
9-12	93%	92%	-	92%	92%	92%	92%
Average	95%	94%	-	94%	94%	94%	94%
ADA							
4-6	119.3	111.4	-	110.4	110.4	110.4	110.4
7-8	230.4	222.7	-	220.8	220.8	220.8	220.8
9-12	120.9	217.1	-	317.4	372.6	414.0	414.0
Total ADA	470.6	551.2	-	648.6	703.8	745.2	745.2
Demographic Information							
Prior Year							
ADA (P-2)	403.91	471	-	551	649	704	745
CALPADS Enrollment (for unduplicated % calc)	419	493	-	584	690	750	795
# Unduplicated Count (CALPADS)	94	131	-	154	182	198	210
# Free & Reduced Lunch (FRL) (CALPADS)	58	69	-	82	97	105	111
# ELL (CALPADS)	21	25	-	30	35	38	40
Current Year							
CALPADS Enrollment (for unduplicated % calc)	497	584	-	690	750	795	795
# Unduplicated Count (CALPADS)	131	154	-	182	198	210	210
# Free & Reduced Lunch (FRL) (CALPADS)	69	82	-	97	105	111	111
# ELL (CALPADS)	25	30	-	35	38	40	40
New Students	74	91	-	106	60	45	-

East Bay Innovation Academy
Multiyear Budget Summary DRAFT
GGA

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		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	2,544,181	3,240,646	Backfills State Aid	4,062,718	4,634,509	5,161,985	5,388,036
8012	Education Protection Account Entitlement	94,122	110,240	Greater of: \$200 per ADA or 22.5% of State Aid	129,720	140,760	149,040	149,040
8019	State Aid - Prior Years	-	-		-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	1,210,418	1,417,697	In accordance with Local Property Tax of \$2572.02 per ADA	1,668,212	1,810,188	1,916,669	1,916,669
SUBTOTAL - LCFF Entitlement		3,848,721	4,768,584		5,860,650	6,585,457	7,227,695	7,453,745
8100 Federal Revenue								
8181	Special Education - Entitlement	52,375	61,625	\$125 per PY CBEDS Enrollment	73,000	86,250	93,750	99,375
8182	Special Education Reimbursement	39,610	40,402	Level 3 NPS reimbursed at 90% of cost for out of state, Seneca	41,210	42,034	42,875	43,732
8220	Child Nutrition Programs	16,232	-	Outsource to OUSD	-	-	-	-
8291	Title I	26,474	19,665	\$285 per Title I eligible student	23,944	29,100	32,550	35,520
8292	Title II	6,391	1,035	\$15 per Title I eligible student	1,230	1,455	1,575	1,665
8297	PY Federal - Not Accrued	-	-		-	-	-	-
SUBTOTAL - Federal Income		141,082	122,727		139,384	158,839	170,750	180,292
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	6,904	-		-	-	-	-
8381	Special Education - Entitlement (State)	241,894	290,428	\$527 per CY ADA	349,984	390,404	426,473	439,779
8382	Special Education Reimbursement (State)	224,438	224,438	80% of \$3K per service count. Ultimately it will be lesser of this estimate or the actual MH budget.	224,438	224,438	224,438	224,438
8520	Child Nutrition - State	2,947	-	Outsourced to OUSD	-	-	-	-
8545	School Facilities Apportionments	113,329	236,250	\$1117 per ADA or 0.525 of rent, lesser of the two	240,975	-	-	-
8550	Mandated Cost Reimbursements	67,945	9,974	\$14 per PY 6-8 ADA, \$42 per 9-12 ADA	13,796	17,968	20,286	22,025
8560	State Lottery Revenue	91,298	106,933	\$194 per ADA per SSC	125,828	136,537	144,569	144,569
8590	All Other State Revenue	-	-		-	-	-	-
SUBTOTAL - Other State Income		748,755	868,023		955,022	769,347	815,766	830,810
8600 Other Local Revenue								
8634	Food Service Sales	13,787	-	Outsourced to OUSD	-	-	-	-
8660	Interest	1	1		1	1	1	1
8690	Other Local Revenue	9,790	11,680	\$20 per Students Total	14,076	15,606	16,873	17,211
8699	All Other Local Revenue	8,692	-		-	-	-	-
8701	Oakland Measure N	112,200	123,900	\$525 per grades 9-12 student, but still implementation (\$200)	293,250	344,250	382,500	382,500
8702	Oakland Measure G	-	-	\$1M for charters, allocated by ADA% among OUSD charters	-	-	-	-
8703	Oakland Measure G1	24,482	35,635	Grades 6-8 enrollment, multiplied by 80% oakland resident, 20% LCFF %. Per pupil allocation (\$190 for staff, \$450 for art)	35,328	35,328	35,328	35,328
SUBTOTAL - Local Revenues		168,952	171,217		342,655	395,185	434,703	435,040
8800 Donations/Fundraising								
8801	Donations - Parents	123,250	87,600	\$150 per Students Total	103,500	112,500	119,250	119,250
8802	Donations - Private	244,000	50,000		50,000	50,000	50,000	50,000
8803	Fundraising	50,000	50,000		50,000	50,000	50,000	50,000
SUBTOTAL - Fundraising and Grants		417,250	187,600		203,500	212,500	219,250	219,250
TOTAL REVENUE		5,324,760	6,118,150		7,501,211	8,121,328	8,868,163	9,119,138

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 Multiyear Budget Summary DRAFT
 GGA

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		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES								
Compensation & Benefits								
1000	Certificated Salaries							
1100	Teachers Salaries	1,482,339	1,916,363	29 FTE (5 each ELA, math, history, science; 2 Comp Sci, 3 Spanish, 2 art, 2 PE)	2,329,810	2,765,285	2,848,033	2,933,264
1103	Teacher - Substitute Pay	5,988	40,000	1 FTE	41,200	42,436	43,709	45,020
1111	Teacher - Bonus	28,998	38,327	0 FTE	46,456	55,166	56,821	58,525
1148	Teacher - Special Ed	183,811	260,804	4 FTE, RSP	268,538	313,083	360,062	370,774
1150	Teacher - Summer School	13,200	14,520	0.1 FTE	15,972	17,569	19,326	21,259
1300	Certificated Supervisor & Administrator Salaries	145,355	137,917	1 FTE, Head of School	142,055	146,316	150,706	155,227
1311	Cert Admin - DESEL, Curr. Instr.	254,677	440,750	5 FTE, 2 DESEL, 2 Curr. Instr., 1 Dir of Sp Pop	446,423	459,815	473,610	487,818
1322	Cert Admin - Bonus	12,297	17,360	0 FTE	17,654	18,184	18,729	19,291
1980	Other Cert - Counselor	-	85,000	1 FTE	87,550	90,177	92,882	95,668
SUBTOTAL - Certificated Employees		2,126,664	2,951,041	-	3,395,658	3,908,031	4,063,878	4,186,847
2000	Classified Salaries							
2104	Classified - SPED	166,569	127,734	4 FTE	131,566	172,473	177,647	182,976
2105	Classified - Intersession	59,186	72,100	1 FTE	74,263	76,491	78,786	81,149
2300	Classified Supervisor & Administrator Salaries	181,783	208,750	2 FTE, Back Office	215,013	221,463	228,107	234,950
2311	Classified Admin - Bonus	3,750	10,438	0 FTE	10,959	11,507	12,083	12,687
2400	Classified Clerical & Office Salaries	105,409	118,289	3 FTE (2 Office Managers, tech/facilities manager)	127,680	131,510	135,455	139,519
2401	Classified Clerical & Office Salaries - Bonus	6,120	9,364	0 FTE	9,832	10,323	10,840	11,382
2402	Classified Clerical & Office Salaries - Community Er	58,958	72,873	1 FTE	75,059	77,310	79,630	82,019
2905	Other Classified - After School	57,960	-	-	-	-	-	-
2928	Other Classified - Food	16,160	18,900	0 FTE	19,467	20,051	20,653	21,272
SUBTOTAL - Classified Employees		655,896	638,446	-	663,838	721,129	743,199	765,954
3000	Employee Benefits							
3100	STRS	305,225	480,430	16.28% of certificated payroll	615,633	746,434	776,201	799,688
3300	OASDI-Medicare-Alternative	82,101	92,044	-	100,469	112,330	116,278	119,802
3400	Health & Welfare Benefits	226,840	296,707	\$6181.39 per FTE per year. Growing at 9% per year.	357,099	440,647	464,295	506,081
3500	Unemployment Insurance	21,752	25,585	4.30% per first ~\$7K of pay per person	26,789	31,003	32,508	32,508
3600	Workers Comp Insurance	33,391	43,074	1.20% of payroll, per insurance quote for similarly sized school	48,714	55,550	57,685	59,434
3900	Other Employee Benefits	-	29,987	5.00% of applicable payroll	31,179	33,962	34,981	36,031
SUBTOTAL - Employee Benefits		669,308	967,827	-	1,179,882	1,419,926	1,481,947	1,553,543

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4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	11,577	11,680	\$20 per Student	14,076	15,606	16,873	17,211
4200	Books & Other Reference Materials	2,240	2,881	\$99 per Teacher	3,445	4,031	4,111	4,194
4300	Materials & Supplies	15,538	17,520	\$30 per Student	21,114	23,409	25,310	25,816
4320	Educational Software	45,000	58,400	\$100 per Student	70,380	78,030	84,366	86,053
4330	Office Supplies	17,748	21,024	\$36 per Student	25,337	28,091	30,372	30,979
4352	Quest (After School)	2,550	-		-	-	-	-
4400	Noncapitalized Equipment	3,854	10,000		10,200	10,404	10,612	10,824
4410	Classroom Furniture, Equipment & Supplies	14,364	10,000		11,028	50,000	10,000	10,200
4420	Computers (individual items less than \$5k)	57,074	128,600	Replacing 6th and 7th CBs (270 at \$320 ea), new 9th (100 at \$400 ea)	93,600	103,774	112,200	114,444
4423	Staff Computers	3,543	12,000	20 machines, new and replacement	15,000	15,450	15,914	16,232
4430	Non Classroom Related Furniture, Equipment & Sup	8,275	3,000		3,060	3,121	3,184	3,247
4710	Student Food Services	58,933	-	No Food Service Cost	-	-	-	-
4720	Other Food	1,000	1,020	BTSN, other events	1,040	1,061	1,082	1,104
SUBTOTAL - Books and Supplies		241,697	276,125	-	268,280	332,977	314,024	320,305

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		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	Services & Other Operating Expenses							
5220	Travel and Lodging	2,333	3,001	\$103 per Teacher	3,589	4,199	4,283	4,368
5300	Dues & Memberships	6,172	7,495	CCSA, Overgrad, other	7,645	7,798	7,954	8,113
5450	Insurance - Other	32,563	40,503	\$69 per Student	48,811	54,117	58,511	59,681
5515	Janitorial, Gardening Services & Supplies	105,000	105,600	Sergio at \$8.8k/mo	107,712	109,866	112,064	114,305
5535	Utilities - All Utilities	81,793	95,282	3 sites	127,188	129,731	132,326	134,973
5610	Rent	151,106	450,000	\$37500 per Monthly Rate	459,000	-	-	-
5611	Prop 39 Related Costs	126,208	171,974	\$171K for Marshall	209,284	234,307	255,816	263,490
5615	Repairs and Maintenance - Building	22,225	4,309	\$359 per Monthly Rate	4,396	4,484	4,573	4,665
5616	Repairs and Maintenance - Computers	22,015	12,000	Safeware, Acer	12,240	12,485	12,734	12,989
5803	Accounting Fees	10,000	10,200		10,404	10,612	10,824	11,041
5809	Banking Fees	834	851		868	885	903	921
5810	Intersession	105,575	146,000	\$250 per Student	172,500	191,250	206,780	210,915
5812	Business Services	84,000	84,000	Flat Fee \$84K	50,000	51,500	53,045	54,636
5815	Consultants - Instructional	35,000	35,000	Measure N, other	35,700	36,414	37,142	37,885
5820	Consultants - Non Instructional - Custom 1	10,200	10,200		10,404	10,612	10,824	11,041
5824	District Oversight Fees	38,487	47,686	1.0% of LCFF General Purpose Grant	58,606	65,855	72,277	74,537
5836	Fingerprinting	1,501	3,252	\$62 per FTE	3,636	4,131	4,246	4,331
5839	Fundraising Expenses	15,076	15,378		15,685	15,999	16,319	16,645
5843	Interest - Loans Less than 1 Year	360	-		-	-	-	-
5845	Legal Fees	87,800	52,800	\$4400 per Monthly Rate	53,856	54,933	56,032	57,152
5851	Marketing and Student Recruiting	1,927	2,367	\$26 per New Student	2,812	1,624	1,242	-
5857	Payroll Fees	5,200	4,896	\$408 per Monthly Rate	4,994	5,094	5,196	5,300
5860	Printing and Reproduction	189	193		196	200	204	208
5863	Professional Development	28,913	29,491		30,081	30,683	31,296	31,922
5866	SPED MH Day/NPS Services	385,876	443,594	1 out of state NPS \$209K, 1 in-state NPS \$126K, 1 in-state \$100K	452,465	241,515	150,000	-
5869	Special Education Contract Instructors	323,462	215,831		260,106	288,378	294,146	300,029
5872	Special Education Encroachment	11,771	14,082		16,919	19,066	20,809	21,566
5875	Staff Recruiting	4,402	4,490		4,580	4,672	4,765	4,860
5878	Student Assessment	10,000	13,046	AP, CELDT	15,414	16,754	17,759	17,759
5880	Student Health Services	396	404		412	421	429	438
5881	Student Information System	20,000	40,000	Illuminate with master scheduling and School Messenger/Alma and Echo (\$20K ea)	40,800	41,616	42,448	43,297
5884	Substitutes	41,905	17,520	\$30 per Student	21,114	23,409	25,310	25,816
5887	Technology Services	32,536	33,000	Need ACOE internet service (\$12.5K), web filtering/Google	33,660	34,333	35,020	35,720
5900	Communications	41,360	36,000	AT&T fiber at two sites (\$1500/mo), phone (\$1500/mo)	36,720	37,454	38,203	38,968
5905	Communications - Cell Phones	-	-		-	-	-	-
5915	Postage and Delivery	1,530	1,561		1,592	1,624	1,656	1,689
SUBTOTAL - Services & Other Operating Exp.		1,847,716	2,152,005	-	2,313,390	1,746,020	1,725,138	1,609,263

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6000	Capital Outlay							
6100	Sites & Improvement of Sites	-	-		-	-	-	-
6200	Buildings & Improvement of Buildings	-	-		-	-	-	-
6300	School Libraries	-	-		-	-	-	-
6400	Equipment	-	-		-	-	-	-
6410	Computers (capitalizable items)	-	-		-	-	-	-
6420	Furniture (capitalizable items)	-	-		-	-	-	-
6430	Other Equipment (capitalizable items)	-	-		-	-	-	-
6500	Equipment Replacement	-	-		-	-	-	-
0000	(School Defined)	-	-		-	-	-	-
0000	(School Defined)	-	-		-	-	-	-
SUBTOTAL - Capital Outlay		-	-		-	-	-	-
TOTAL EXPENSES		5,541,280	6,985,444		7,821,048	8,128,081	8,328,187	8,435,912
6900	Total Depreciation (includes Prior Years)	-	-		-	-	-	-
TOTAL EXPENSES including Depreciation		5,541,280	6,985,444		7,821,048	8,128,081	8,328,187	8,435,912

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 Multiyear Budget Summary DRAFT
 Prop 39

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Other State Revenues	748,755	631,773		714,047	769,347	815,766	830,810
Local Revenues	168,952	171,217		342,655	395,185	434,703	435,040
Fundraising and Grants	417,250	187,600		203,500	212,500	219,250	219,250
Total Revenue	5,324,760	5,881,900		7,260,236	8,121,328	8,868,163	9,119,138
Expenses							
Compensation and Benefits	3,451,867	4,557,314		5,239,378	6,049,085	6,289,025	6,506,344
Books and Supplies	241,697	276,125		268,280	332,977	314,024	320,305
Services and Other Operating Expenditures	1,847,716	2,160,304		2,373,470	2,307,234	2,323,214	2,223,199
Depreciation	-	-		-	-	-	-
Total Expenses	5,541,280	6,993,743		7,881,128	8,689,296	8,926,262	9,049,847
Operating Income	(216,520)	(1,111,843)		(620,891)	(567,968)	(58,100)	69,291
Fund Balance							
Beginning Balance (Unaudited)	497,956	247,991		(863,852)	(1,484,743)	(2,052,712)	(2,110,811)
Audit Adjustment	(33,445)	-		-	-	-	-
Beginning Balance (Audited)	464,512	247,991		(863,852)	(1,484,743)	(2,052,712)	(2,110,811)
Operating Income	(216,520)	(1,111,843)		(620,891)	(567,968)	(58,100)	69,291
Ending Fund Balance (including Depreciation)	247,991	(863,852)		(1,484,743)	(2,052,712)	(2,110,811)	(2,041,521)
Ending Fund Balance as a % of Expenses	4%	-12%		-19%	-24%	-24%	-23%
Capital Outlay	-	-		-	-	-	-

East Bay Innovation Academy
 Multiyear Budget Summary DRAFT
 Prop 39

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
Detail	Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Breakdown							
6	123	116	-	115	115	115	115
7	121	116	-	115	115	115	115
8	119	116	-	115	115	115	115
9	78	116	-	115	115	115	115
10	52	75	-	110	110	115	115
11	-	45	-	75	110	110	110
12	-	-	-	45	70	110	110
Enrollment Summary	-	-	-	-	-	-	-
4-6	123	116	-	115	115	115	115
7-8	240	232	-	230	230	230	230
9-12	130	236	-	345	405	450	450
Total Enrolled	493	584	-	690	750	795	795
ADA %							
4-6	97%	96%	-	96%	96%	96%	96%
7-8	96%	96%	-	96%	96%	96%	96%
9-12	93%	92%	-	92%	92%	92%	92%
Average	95%	94%	-	94%	94%	94%	94%
ADA							
4-6	119.3	111.4	-	110.4	110.4	110.4	110.4
7-8	230.4	222.7	-	220.8	220.8	220.8	220.8
9-12	120.9	217.1	-	317.4	372.6	414.0	414.0
Total ADA	470.6	551.2	-	648.6	703.8	745.2	745.2
Demographic Information							
Prior Year							
ADA (P-2)	403.91	471	-	551	649	704	745
CALPADS Enrollment (for unduplicated % calc)	419	493	-	584	690	750	795
# Unduplicated Count (CALPADS)	94	131	-	154	182	198	210
# Free & Reduced Lunch (FRL) (CALPADS)	58	69	-	82	97	105	111
# ELL (CALPADS)	21	25	-	30	35	38	40
Current Year							
CALPADS Enrollment (for unduplicated % calc)	497	584	-	690	750	795	795
# Unduplicated Count (CALPADS)	131	154	-	182	198	210	210
# Free & Reduced Lunch (FRL) (CALPADS)	69	82	-	97	105	111	111
# ELL (CALPADS)	25	30	-	35	38	40	40
New Students	74	91	-	106	60	45	-

East Bay Innovation Academy

Multiyear Budget Summary DRAFT
Prop 39

		2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	2,544,181	3,240,646	Backfills State Aid	4,062,718	4,634,509	5,161,985	5,388,036
8012	Education Protection Account Entitlement	94,122	110,240	Greater of: \$200 per ADA or 22.5% of State Aid	129,720	140,760	149,040	149,040
8019	State Aid - Prior Years	-	-		-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	1,210,418	1,417,697	In accordance with Local Property Tax of \$2572.02 per ADA	1,668,212	1,810,188	1,916,669	1,916,669
SUBTOTAL - LCFF Entitlement		3,848,721	4,768,584		5,860,650	6,585,457	7,227,695	7,453,745
8100 Federal Revenue								
8181	Special Education - Entitlement	52,375	61,625	\$125 per PY CBEDS Enrollment	73,000	86,250	93,750	99,375
8182	Special Education Reimbursement	39,610	40,402	Level 3 NPS reimbursed at 90% of cost for out of state, Seneca	41,210	42,034	42,875	43,732
8220	Child Nutrition Programs	16,232	-	Outsource to OUSD	-	-	-	-
8291	Title I	26,474	19,665	\$285 per Title I eligible student	23,944	29,100	32,550	35,520
8292	Title II	6,391	1,035	\$15 per Title I eligible student	1,230	1,455	1,575	1,665
8297	PY Federal - Not Accrued	-	-		-	-	-	-
SUBTOTAL - Federal Income		141,082	122,727		139,384	158,839	170,750	180,292
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	6,904	-		-	-	-	-
8381	Special Education - Entitlement (State)	241,894	290,428	\$527 per CY ADA	349,984	390,404	426,473	439,779
8382	Special Education Reimbursement (State)	224,438	224,438	80% of \$3K per service count. Ultimately it will be lesser of this estimate or the actual MH budget.	224,438	224,438	224,438	224,438
8520	Child Nutrition - State	2,947	-	Outsourced to OUSD	-	-	-	-
8545	School Facilities Apportionments	113,329	-		-	-	-	-
8550	Mandated Cost Reimbursements	67,945	9,974	\$14 per PY 6-8 ADA, \$42 per 9-12 ADA	13,796	17,968	20,286	22,025
8560	State Lottery Revenue	91,298	106,933	\$194 per ADA per SSC	125,828	136,537	144,569	144,569
8590	All Other State Revenue	-	-		-	-	-	-
SUBTOTAL - Other State Income		748,755	631,773		714,047	769,347	815,766	830,810
8600 Other Local Revenue								
8634	Food Service Sales	13,787	-	Outsourced to OUSD	-	-	-	-
8660	Interest	1	1		1	1	1	1
8690	Other Local Revenue	9,790	11,680	\$20 per Students Total	14,076	15,606	16,873	17,211
8699	All Other Local Revenue	8,692	-		-	-	-	-
8701	Oakland Measure N	112,200	123,900	\$525 per grades 9-12 student, but still implementation (\$200)	293,250	344,250	382,500	382,500
8702	Oakland Measure G	-	-	\$1M for charters, allocated by ADA% among OUSD charters	-	-	-	-
8703	Oakland Measure G1	24,482	35,635	Grades 6-8 enrollment, multiplied by 80% oakland resident, 20% LCFF %. Per pupil allocation (\$190 for staff, \$450 for art)	35,328	35,328	35,328	35,328
SUBTOTAL - Local Revenues		168,952	171,217		342,655	395,185	434,703	435,040
8800 Donations/Fundraising								
8801	Donations - Parents	123,250	87,600	\$150 per Students Total	103,500	112,500	119,250	119,250
8802	Donations - Private	244,000	50,000		50,000	50,000	50,000	50,000
8803	Fundraising	50,000	50,000		50,000	50,000	50,000	50,000
SUBTOTAL - Fundraising and Grants		417,250	187,600		203,500	212,500	219,250	219,250
TOTAL REVENUE		5,324,760	5,881,900		7,260,236	8,121,328	8,868,163	9,119,138

East Bay Innovation Academy
 Multiyear Budget Summary DRAFT
 Prop 39

		2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES								
Compensation & Benefits								
1000	Certificated Salaries							
1100	Teachers Salaries	1,482,339	1,916,363	29 FTE (5 each ELA, math, history, science; 2 Comp Sci, 3 Spanish, 2 art, 2 PE)	2,329,810	2,765,285	2,848,033	2,933,264
1103	Teacher - Substitute Pay	5,988	40,000	1 FTE	41,200	42,436	43,709	45,020
1111	Teacher - Bonus	28,998	38,327	0 FTE	46,456	55,166	56,821	58,525
1148	Teacher - Special Ed	183,811	260,804	4 FTE, RSP	268,538	313,083	360,062	370,774
1150	Teacher - Summer School	13,200	14,520	0.1 FTE	15,972	17,569	19,326	21,259
1300	Certificated Supervisor & Administrator Salaries	145,355	137,917	1 FTE, Head of School	142,055	146,316	150,706	155,227
1311	Cert Admin - DESEL, Curr. Instr.	254,677	440,750	5 FTE, 2 DESEL, 2 Curr. Instr., 1 Dir of Sp Pop	446,423	459,815	473,610	487,818
1322	Cert Admin - Bonus	12,297	17,360	0 FTE	17,654	18,184	18,729	19,291
1980	Other Cert - Counselor	-	85,000	1 FTE	87,550	90,177	92,882	95,668
SUBTOTAL - Certificated Employees		2,126,664	2,951,041	-	3,395,658	3,908,031	4,063,878	4,186,847
2000	Classified Salaries							
2104	Classified - SPED	166,569	127,734	4 FTE	131,566	172,473	177,647	182,976
2105	Classified - Intersession	59,186	72,100	1 FTE	74,263	76,491	78,786	81,149
2300	Classified Supervisor & Administrator Salaries	181,783	208,750	2 FTE, Back Office	215,013	221,463	228,107	234,950
2311	Classified Admin - Bonus	3,750	10,438	0 FTE	10,959	11,507	12,083	12,687
2400	Classified Clerical & Office Salaries	105,409	118,289	3 FTE (2 Office Managers, tech/facilities manager)	127,680	131,510	135,455	139,519
2401	Classified Clerical & Office Salaries - Bonus	6,120	9,364	0 FTE	9,832	10,323	10,840	11,382
2402	Classified Clerical & Office Salaries - Community Er	58,958	72,873	1 FTE	75,059	77,310	79,630	82,019
2905	Other Classified - After School	57,960	-	-	-	-	-	-
2928	Other Classified - Food	16,160	18,900	0 FTE	19,467	20,051	20,653	21,272
SUBTOTAL - Classified Employees		655,896	638,446	-	663,838	721,129	743,199	765,954
3000	Employee Benefits							
3100	STRS	305,225	480,430	16.28% of certificated payroll	615,633	746,434	776,201	799,688
3300	OASDI-Medicare-Alternative	82,101	92,044	-	100,469	112,330	116,278	119,802
3400	Health & Welfare Benefits	226,840	296,707	\$6181.39 per FTE per year. Growing at 9% per year.	357,099	440,647	464,295	506,081
3500	Unemployment Insurance	21,752	25,585	4.30% per first ~\$7K of pay per person	26,789	31,003	32,508	32,508
3600	Workers Comp Insurance	33,391	43,074	1.20% of payroll, per insurance quote for similarly sized school	48,714	55,550	57,685	59,434
3900	Other Employee Benefits	-	29,987	5.00% of applicable payroll	31,179	33,962	34,981	36,031
SUBTOTAL - Employee Benefits		669,308	967,827	-	1,179,882	1,419,926	1,481,947	1,553,543

East Bay Innovation Academy

Multiyear Budget Summary DRAFT
Prop 39

		2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	11,577	11,680	\$20 per Student	14,076	15,606	16,873	17,211
4200	Books & Other Reference Materials	2,240	2,881	\$99 per Teacher	3,445	4,031	4,111	4,194
4300	Materials & Supplies	15,538	17,520	\$30 per Student	21,114	23,409	25,310	25,816
4320	Educational Software	45,000	58,400	\$100 per Student	70,380	78,030	84,366	86,053
4330	Office Supplies	17,748	21,024	\$36 per Student	25,337	28,091	30,372	30,979
4352	Quest (After School)	2,550	-		-	-	-	-
4400	Noncapitalized Equipment	3,854	10,000		10,200	10,404	10,612	10,824
4410	Classroom Furniture, Equipment & Supplies	14,364	10,000		11,028	50,000	10,000	10,200
4420	Computers (individual items less than \$5k)	57,074	128,600	Replacing 6th and 7th CBs (270 at \$320 ea), new 9th (100 at \$400 ea)	93,600	103,774	112,200	114,444
4423	Staff Computers	3,543	12,000	20 machines, new and replacement	15,000	15,450	15,914	16,232
4430	Non Classroom Related Furniture, Equipment & Sup	8,275	3,000		3,060	3,121	3,184	3,247
4710	Student Food Services	58,933	-	No Food Service Cost	-	-	-	-
4720	Other Food	1,000	1,020	BTSN, other events	1,040	1,061	1,082	1,104
SUBTOTAL - Books and Supplies		241,697	276,125	-	268,280	332,977	314,024	320,305

East Bay Innovation Academy

Multiyear Budget Summary DRAFT
Prop 39

		2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	Services & Other Operating Expenses							
5220	Travel and Lodging	2,333	3,001	\$103 per Teacher	3,589	4,199	4,283	4,368
5300	Dues & Memberships	6,172	7,495	CCSA, Overgrad, other	7,645	7,798	7,954	8,113
5450	Insurance - Other	32,563	40,503	\$69 per Student	48,811	54,117	58,511	59,681
5515	Janitorial, Gardening Services & Supplies	105,000	273,245	Sergio at \$6.2k/mo+prop 39 janitorial (\$192K)	278,710	284,284	289,970	295,769
5535	Utilities - All Utilities	81,793	105,869	3 sites	137,986	140,746	143,561	146,432
5610	Rent	151,106	-		-	-	-	-
5611	Prop 39 Related Costs	126,208	434,041	\$171K for Marshall, \$179K for Frick, \$83K for webster	528,207	591,362	645,649	665,018
5615	Repairs and Maintenance - Building	22,225	4,309	\$359 per Monthly Rate	4,396	4,484	4,573	4,665
5616	Repairs and Maintenance - Computers	22,015	12,000	Safeware, Acer	12,240	12,485	12,734	12,989
5803	Accounting Fees	10,000	10,200		10,404	10,612	10,824	11,041
5809	Banking Fees	834	851		868	885	903	921
5810	Intersession	105,575	146,000	\$250 per Student	172,500	191,250	206,780	210,915
5812	Business Services	84,000	84,000	Flat Fee \$84K	50,000	51,500	53,045	54,636
5815	Consultants - Instructional	35,000	35,000	Measure N, other	35,700	36,414	37,142	37,885
5820	Consultants - Non Instructional - Custom 1	10,200	10,200		10,404	10,612	10,824	11,041
5824	District Oversight Fees	38,487	47,686	1.0% of LCFF General Purpose Grant	58,606	65,855	72,277	74,537
5836	Fingerprinting	1,501	3,252	\$62 per FTE	3,636	4,131	4,246	4,331
5839	Fundraising Expenses	15,076	15,378		15,685	15,999	16,319	16,645
5843	Interest - Loans Less than 1 Year	360	-		-	-	-	-
5845	Legal Fees	87,800	52,800	\$4400 per Monthly Rate	53,856	54,933	56,032	57,152
5851	Marketing and Student Recruiting	1,927	2,367	\$26 per New Student	2,812	1,624	1,242	-
5857	Payroll Fees	5,200	4,896	\$408 per Monthly Rate	4,994	5,094	5,196	5,300
5860	Printing and Reproduction	189	193		196	200	204	208
5863	Professional Development	28,913	29,491		30,081	30,683	31,296	31,922
5866	SPED MH Day/NPS Services	385,876	443,594	1 out of state NPS \$209K, 1 in-state NPS \$126K, 1 in-state \$100K	452,465	241,515	150,000	-
5869	Special Education Contract Instructors	323,462	215,831		260,106	288,378	294,146	300,029
5872	Special Education Encroachment	11,771	14,082		16,919	19,066	20,809	21,566
5875	Staff Recruiting	4,402	4,490		4,580	4,672	4,765	4,860
5878	Student Assessment	10,000	13,046	AP, CELDT	15,414	16,754	17,759	17,759
5880	Student Health Services	396	404		412	421	429	438
5881	Student Information System	20,000	40,000	Illuminate with master scheduling and School Messenger/Alma and Echo (\$20K ea)	40,800	41,616	42,448	43,297
5884	Substitutes	41,905	17,520	\$30 per Student	21,114	23,409	25,310	25,816
5887	Technology Services	32,536	33,000	Need ACOE internet service (\$12.5K), web filtering/Google	33,660	34,333	35,020	35,720
5900	Communications	41,360	54,000	AT&T fiber at three sites (\$3000/mo), phone (\$1500/mo)	55,080	56,182	57,305	58,451
5905	Communications - Cell Phones	-	-		-	-	-	-
5915	Postage and Delivery	1,530	1,561		1,592	1,624	1,656	1,689
SUBTOTAL - Services & Other Operating Exp.		1,847,716	2,160,304	-	2,373,470	2,307,234	2,323,214	2,223,199

East Bay Innovation Academy
 Multiyear Budget Summary DRAFT
 Prop 39

		2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
6000	Capital Outlay							
6100	Sites & Improvement of Sites	-	-		-	-	-	-
6200	Buildings & Improvement of Buildings	-	-		-	-	-	-
6300	School Libraries	-	-		-	-	-	-
6400	Equipment	-	-		-	-	-	-
6410	Computers (capitalizable items)	-	-		-	-	-	-
6420	Furniture (capitalizable items)	-	-		-	-	-	-
6430	Other Equipment (capitalizable items)	-	-		-	-	-	-
6500	Equipment Replacement	-	-		-	-	-	-
	SUBTOTAL - Capital Outlay	-	-		-	-	-	-
TOTAL EXPENSES		5,541,280	6,993,743		7,881,128	8,689,296	8,926,262	9,049,847
6900	Total Depreciation (includes Prior Years)	-	-		-	-	-	-
TOTAL EXPENSES including Depreciation		5,541,280	6,993,743		7,881,128	8,689,296	8,926,262	9,049,847



EAST BAY
INNOVATION
ACADEMY

Charter Renewal for Fall 2018

February 2018



EAST BAY
INNOVATION
ACADEMY

Overview

Core Instructional Program

Element 1: Educational Philosophy and Program

- Mission
- Educational Philosophy
- Instructional Model and Academic Program
- Structures to Support Learning

Element 2: Student Outcomes and Other Uses of Data

- Measureable Student Outcomes
- Outcomes Aligned to State Priorities
- Additional Measureable Student Outcomes

Element 3: Methods of Measurement

- Educational Technology
- External and Internal Assessment
- Data Cycle, Analysis and Professional Development



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Element 1

Mission

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

Change

- No Update anticipated

Educational Philosophy

- Personalized Learning Experience
- STEAM (Science, Tech, Engineering, Arts, Math) focus
- Social Emotional Learning integrated throughout program
- Design Thinking integrated throughout program

Change

- Integration of project-based learning into narrative

Instructional Model and Academic Program

- Personalized learning and differentiation via technology
- Project based learning
- Service learning
- Personalized learning and advisory
- Integrated classrooms and a heterogeneous study body
- Focus on innovation and STEM fields
- Data driven and competency based instruction

Change

- Update Innovator Norms to better align to instructional model
- Ensure advisory structure reflects a split campus
- Consider whether or not to maintain required design course and scheduled “maker time”
- Consider reframing academic policy to focus on core competencies
- Consider official inclusion of AP Capstone Program

Structures to Support Learning

- School size, class size and school day and year
- Block scheduling
- Intersession
- Morning meeting
- Personalized Learning Plans
- Social and emotional learning
- Teaching strategies
- Promotion and grading policy

Change

- Ensure alignment to CBA for class size and hours
- Consider financial feasibility of Intersession
- Consider whether or not to include D grade as passing



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Element 2

Measureable Student Outcomes

- 70% of students will demonstrate one year of growth in all courses
- 75% of students will be at or above proficiency in all courses
- 97% of students will earn a C or above in all courses
- 95% of families will complete at least 5 hours of volunteering
- 75% of students will be at or above proficiency on PLP and SEL targets
- 100% of students will complete A-G requirements
- EBIA will run a balanced budget with input from faculty
- The school will complete an annual survey with responding

Change plan

- The school will maintain 95% ADA
- Realign language to current state and local assessment systems
- Add goal related to 100% of students completing an AP course



EAST BAY
INNOVATION
ACADEMY

Element 3

External and Internal Assessment

- Includes 6-12 testing plan for state and local assessments
- Testing suite includes:
 - Terra Nova, DRA
 - SBAC (Written as California State Standards or CCSS)
 - AP
 - CAHSEE
 - MAP
 - Internal Benchmarks
 - CA Start Test
 - ACT and SAT
 - SEL Assessment

Change

- Realign language to current state and local assessment systems
- Update frequency to current system

Data Cycle, Use, Analysis and Professional Development

- Goal □ Teach □ Benchmark □ Analysis □ Reteach and Extend
- Include in teacher coaching cycle and PD sessions
- Ensure data access and transparency to all students and families
- Based action and response plan in continuous improvement

Change

- Consider formalizing how data is shared with students and families
- Consider ways in which analysis and PD actions can align to the PEP and teacher coaching process

Oakland Unified School District

Office of Charter Schools



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Oakland Unified School District

Charter Renewal Handbook

2017-2018

Office of Charter Schools
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607
Phone: (510) 879-1677
www.ousdcharters.net

Update

Changes to Charter Renewal Prerequisites: AB 484 & 97

With the suspension of STAR testing as of 2014 under AB 484 and AB 97, no schools will have API scores for the prior year or two of the past three years. Therefore, Ed. Code 47607(b)(1) through (3) will be moot, and sections (4) and (5) (for schools that qualified for an alternative accountability system) remain the only thresholds to meet for renewal. The charter school's goals as set forth in the LCAP and Measurable Pupil Outcomes (MPOs), as well as its performance on SBAC, will be the primary (but not exclusive) data drivers for the renewal process.

The following section outlines the aforementioned impact to the statutory renewal requirements and highlights in grey the sections that will be applied for the purposes of renewal:

*Education Code § 47607 (b) states that once a charter school has been in operation for 4 years, it **shall meet** at least one of the following criteria prior to being reauthorized pursuant to paragraph 1 of subdivision (a) [of education code § 47607]:*

*(1) Attained its **Academic Performance Index (API) growth target** in the prior year or in two of the last three years, or in the aggregate for the prior three years.*

[Or]

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

[Or]

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

[Or]

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

[Or]

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

Charter Renewal Requirements

The Charter School's renewal petition shall contain the following:

- 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 47607(b)(5)(A)(ii).) (Include LCAP table in the Petition and report on current term progress towards LCAP goals in the "MPOs and LCAP Goals" section of the Charter Renewal Performance Report that will be an appendix to the renewal petition.)
- Measurable pupil 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 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 47607(b)(5)(B).) (Include MPOs in the Petition and report on the current term progress towards MPOs goals in the "MPOs and LCAP Goals" section of the Charter Renewal Performance Report that will be an appendix to the renewal petition.)
- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment. (See "MPOs and LCAP Goals" section of the Charter Renewal Performance Report that will be an appendix to the renewal petition.)
- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.) (See the "MPOs and LCAP Goals" section of the Charter Renewal Performance Report that will be an appendix to the renewal petition.)

After a charter school has demonstrated renewal eligibility, the Office of Charter Schools will review the renewal petition application as it has in the past, with the goal of determining whether it is educationally sound, reasonably comprehensive, and likely to be successfully implemented.



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Charter Renewal FAQ

Q1. What is the approval process for charter renewal?

Q2. How long is the charter renewal process?

Q3. What information should be included in the charter renewal request?

www.ousdcharters.net/charter-renewalrevision.html

www.ousdcharters.net/charter-renewalrevision.html

4. A signed Statement of Assurances (see section *Statement of Assurances*)

5. A PowerPoint presentation for the Public Hearing (see question 7 of this *FAQ*)

Format of Submission:

- Three (3) hard copies and one (1) flash drive must be submitted containing MS Word and Excel formats (i.e. budget) of documents **AND** one (1) copy of the entire submission, exactly as filed, in PDF format with bookmarks, identical to the table of contents.
- All submissions should be prepared double-sided on plain, 8 ½ x 11" sized paper that is suitable for reproduction
- Use 12-point Times New Roman font and one-inch margins
- The PowerPoint presentation must be submitted in pptx format

Q4. When should a charter renewal request be submitted to OUSD?

A. Charter renewal requests are encouraged to be submitted from October 1 – January 31 of the academic year in which the charter expires. Following January, it will be difficult to complete the charter renewal process and possible appeals prior to the charter expiration date.

Q. How early can a school submit a charter renewal petition?

A. A charter renewal request may not be submitted prior to **270 calendar days** before the charter expiration date. The earliest Board of Education meeting at which a renewal request for a school may be submitted will be the first regularly scheduled OUSD Board of Education meeting in October of the charter renewal year.

Q. How late can a school submit a charter renewal petition?

A. Schools are encouraged not to submit later than **150 calendar days** prior to expiration to allow for access to the appeals process at the County and State level, if necessary.

Q5. How does a charter school submit a charter renewal request to the OUSD?

A. Charter renewal requests must be filed at a regularly scheduled OUSD Board of Education meeting. The District Legislative Calendar can be found at <http://bex.ousd.k12.ca.us/CALENDAR.htm>.

At the Board meeting at which you will submit your complete charter renewal request, including three (3) hard copies in binders and one (1) electronic copy on a flash drive, you should expect to do the following:

1. Submit a speaker card for the agenda item entitled **“Public Comment”**
2. When your name is called, you will bring your charter renewal request documents to the podium and essentially state: **“Good evening Oakland Unified School District Board of Education. My name is [Proposed Petitioner] and I am submitting a charter petition and renewal request on behalf of [Name of Charter School] for your approval.”** Please insert actual petitioner and school name.
3. You will then hand to the Board secretary or their assistant the submission of all required documents (3 hard copies and 1 soft copy on flash drive).

Please see the following link for an update on the agenda 72 hours in advance of the meeting at which you intend to submit: <http://ousd.legistar.com/Calendar.aspx>

Q6. What happens after the school submits its charter renewal request?

A. A Public Hearing is scheduled by the OUSD Board of Education office. This Public Hearing will be held no later than 30 days after the petition submission at a regularly scheduled OUSD Board of Education meeting, to the extent allowed by the Board’s meeting schedule. District staff will develop a Staff Report and Recommendation that will be presented to the Board of Education for decision-making at the determination meeting.

Q7. What is the purpose of a Public Hearing?

A. A Public Hearing occurs during an OUSD Board of Education meeting that allows the public to speak regarding the charter school’s charter renewal request. Interested parties are provided an opportunity to comment to the District Board of Education regarding their support of or opposition to the charter renewal request.

The school will be allotted 15 minutes to make its presentation. Speaker cards are not required to be submitted for the 15-minute presentation. If there are **additional speakers** who wish to speak that are not part of the formal presentation of the school, please note that they must submit speaker cards. **Additionally, please note that while the time of the Public Hearing is listed in the Public Hearing Notice, the actual time may occur later in the agenda depending on the pace of the meeting.** Please take this into consideration with respect to reading material you may wish to bring, as well as in selecting your invited presenters.

Schools that wish to present a PowerPoint presentation during the Public Hearing must provide a copy of the PowerPoint presentation to the Board Office **on the same date as the charter renewal petition submission**. You may email the PowerPoint in pptx format to Edgar.Rakestraw@ousd.org, Linda.Floyd@ousd.org, and please copy Silke.Bradford@ousd.org. The PowerPoint presentation should also be included in the flash drive submitted.

Q8. How is the renewing school evaluated?

A. The Office of Charter Schools utilizes the Charter Renewal Standards Rubric (see section *Charter Renewal Standards Rubric*) when it conducts a Renewal School Site Visit and School Performance Analysis of the requesting charter school. District staff will conduct a two (2) day School Site Visit, the goals of which are to corroborate and augment the written charter renewal request submitted by the school through interviews, focus groups, classroom observations and a review of selected documents and materials.

The Office of Charter Schools is responsible for conducting the due diligence necessary to make a recommendation to the OUSD Board of Education regarding the renewal request of the charter school. Based on the review of the school's charter renewal request, the findings of the Renewal School Site Visit, the School Performance Analysis, and other relevant information, a recommendation will be made to the OUSD Board of Education. The Board of Education makes the final decision.

Q9. When does the Renewal School Site Visit occur?

A. The formal evaluation process begins in the fall of the renewal year. Actual site visits **may likely occur prior to submission** of the charter renewal request by the school based on scheduling needs. Attempts are made to schedule the site visits based on each school's projected date of their charter renewal request submission. The site visit may require up to three days.

Q10. May the public (including school representatives) speak at the OUSD Board of Education meeting during which a final decision is made?

A. Yes. Speakers must submit a speaker card prior to the agenda item introduction. The Office of Charter Schools recommends that a school representative be present to answer questions that may surface from the OUSD Board of Education discussion of the charter renewal request. Please note that this is not an appropriate venue for the presentation, which is designed to occur at the Public Hearing.

Q11. Who makes the final decision?

A. A draft of the Office of Charter Schools' Staff Report and Recommendation must be submitted to the OUSD Board of Education Secretary prior to a final decision. The final decision will be made by the OUSD Board of Education at a regularly scheduled OUSD Board of Education meeting by the statutory deadline.

Q12. What happens if a charter renewal is denied?

A. A charter school has two options:

1. If the school chooses not to pursue an appeal, it must cease operation on the last day of the charter term. The District will enact closure procedures at that time.
2. The school may choose to appeal the OUSD Board of Education decision to the Alameda County Board of Education.

Q13. What are the charter school's options if the charter renewal request is denied?

A. If the charter renewal request is denied, a school may contact the Alameda County Office of Education for guidelines with respect to the charter appeals process. If that appeal effort is not successful, then the denied petition may be further submitted to the State Board of Education for consideration. District staff may be asked to attend the appeal hearings to speak on behalf of the District's Board of Education decision at the county and state level.

Charter Renewal Protocol

Legislature's Intent

The legislature's intent regarding accountability for charter schools is to:

- *"Improve pupil learning"* Education Code § 47601(a)
- *"Hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from rule-based to performance-based accountability systems."* Education Code § 47601(f)

In addition, the Charter Schools Act (Education Code § 47601) seeks to:

[...]

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

[...]

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public school

OUSD Board Policy

BP 0420.4 Philosophy, Goals and Objective; Charter Schools

Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program.

Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.

Implications:

It is therefore critical on the part of the charter school requesting a charter renewal to prepare and submit a performance report that includes reporting of the school's fiscal accountability systems; the school's public governance systems; the various measures used to evaluate the effectiveness of the school's educational program - including all assessments outlined in the school's charter; as well as all relevant student performance data.

CA Statute

Role of the Renewal Protocol

A charter renewal request is expected to be evaluated based on criteria set forth in Education Code § 47605. (Excerpt follows...)

*A school district governing board shall grant a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice**. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one, or more, of the following findings:*

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. 47605(b) [...]

(5) The petition does not contain reasonably comprehensive descriptions of the 15 required elements.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Because a renewal request involves a school with a track record of performance, then the...

Sound educational program and capacity for implementation will be assessed against the past performance of the existing charter school, taking into consideration the school's "plans for a future charter term"

Overview of the Charter Renewal Standards

A charter school requesting renewal will be assessed according to the following Charter Renewal Standards:

- I) Is the school **Academically Sound**?
- II) Is the school an **Effective, Viable Organization**?
- III) Has the school been **Faithful to the Terms of its Charter**?

In addition to the three areas above, evaluation of a charter school renewal request will take into consideration its “plans for a future charter term” as described in the renewal petition pursuant to the questions asked in Education Code § 47605(b)(5):

- IV) Are the school’s plans for a future charter term **Reasonably Comprehensive**?
 - Does the renewal petition contain reasonably comprehensive descriptions of the required elements?
 - Does the renewal petition contain the required affirmations and assurances?

If a school is deemed academically sound in all four areas above, the Office Of Charter Schools will recommend renewal* of its charter.

* Charter Renewal decision-making authority is held by the Oakland Unified School District Board of Education.

Renewal Standard I: Is the School Academically Sound?

This area is divided into **Outputs** and **Inputs**.

A. **Outputs** are **Academic Achievement Levels** that include:

- Performance on Measurable Pupil Outcomes
- Performance in comparison to schools that students would have otherwise attended

For the purposes of **comparing** charter school performance to other public schools' performance, state standardized test results will be used. Comparison schools will be selected based on similar rates of Free and Reduced Lunch status.

B. **Inputs** are the school's **Educational Program** offerings that will be evaluated using Charter Renewal Standards Rubric, Criteria #1-3 (see section *Charter Renewal Standards Rubric*).

Renewal Standard II: Is the School an Effective, Viable Organization?

This area is divided into **Responsible Governance** and **Fiscal Accountability**.

This area will be evaluated using Charter Renewal Standards Rubric, Criteria #4-5 (see section *Charter Renewal Standards Rubric*).

Renewal Standard III: Has the School Been Faithful to the Terms of its Charter?

This area will be evaluated based on the overall assessment of the school's performance in relation to its charter, with special attention paid to:

- Adherence to the proposed Educational Program
- Pursuit of "Measurable Pupil Outcomes"
- Compliance with regulatory Elements

The inquiry conducted here will look at the implementation of the charter terms. Where the school has deviated, the review will look at the extent to which the deviation had a positive or negative impact on the school's attempt to achieve its stated goals.

This evaluation will involve a review and analysis of all relevant sections of the school's charter, in conjunction with the renewal school site visit and records on file with the Office of Charter Schools for the duration of the charter term.

Renewal Standard IV: Are the School's Plans for a Future Charter Term "Reasonably Comprehensive"?

This area will be evaluated based on an analysis of the submitted renewal charter petition to ensure that:

- a) The petition contains reasonably comprehensive descriptions of the 15 required elements;
- b) The petition includes OUSD District Required Language (see section *OUSD District Required Language*) and language required by new laws and regulations, including affirmations and assurances, enacted since the previous charter authorization;
- c) Major revisions to the previous charter are accounted for and assessed; and
- d) Proposed actions to remediate shortcomings in the school's performance are accounted for and assessed.

Charter Renewal Request Timeline

Process Step	Timeline
<p>Submission of Charter Renewal Request</p> <p>A charter school submits a request for renewal of the charter to the OUSD Board of Education. See section <i>Charter Renewal Submission Requirements</i>.</p>	<p>Submissions must be made at a regularly scheduled OUSD Board of Education meeting during public comment. Submissions are to occur no sooner than 270 days and no later than 150 days prior to expiration of the charter, ideally between October 1 and January 31.</p>
<p>Renewal School Site Visit & Performance Analysis</p> <p>This is the evaluation of the requesting school. District staff will conduct a two (2) day site visit of the requesting school as well as analyze performance data. Goals of the renewal site visit are to corroborate and augment the written request through interviews, observation, and a review of documents and materials.</p>	<p>Site visits to occur in the Fall, likely prior to submission of the charter renewal request.</p>
<p>Public Hearing</p> <p>The school makes a presentation to the OUSD Board of Education, and interested parties are provided an opportunity to comment on the renewal request of the charter school.</p>	<p>Pursuant to statute, the Public Hearing occurs within 30 days from the date of submission.</p>
<p>Staff Report & Recommendation</p> <p>The Office of Charter Schools is responsible for conducting the due diligence necessary to make a recommendation to the OUSD Board of Education regarding the renewal of the charter. Based on a review of the school’s request for renewal, the findings of the renewal site visit and performance analysis, and other relevant information, a recommendation will be made to the OUSD Board of Education.</p>	<p>The staff report and recommendation is posted on Legistar for public viewing in accordance with the Brown Act.</p>
<p>Board of Education Votes</p> <p>The OUSD Board of Education votes on the renewal of the charter.</p>	<p>Decision-meeting to occur approximately 60 days- 90 days* following the submission of charter renewal request.</p> <p>* Charter law allows for a mutually agreed upon 30 day extension from 60 to 90 days. This additional time is necessary for allowing adequate flexibility with the scheduling of all of the above renewal activities.</p>

Charter Renewal Submission Requirements

All submissions should be prepared double-sided on plain, 8 ½ x 11” sized paper that is suitable for reproduction. The documents should be written using 12-point Times New Roman font and include one-inch margins.

At the time of submission, provide three (3) hard copies and one (1) flash drive containing MS Word and Excel formats (i.e. budget) of the documents **AND** one (1) copy of the entire submission, exactly as filed, in PDF format with bookmarks, identical to the table of contents.

Complete submissions must include all of the following documents:

	A cover letter signed by the governing board president or designee authorizing the submission of the charter renewal request to the OUSD Board of Education.
	<u>Final Copy of Renewal Petition</u> with inclusion of content required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization, including any District Required Language (see section <i>OUSD District Required Language</i>)
	<u>Red-Line Copy of Original Petition</u> that outlines all changes made to the charter petition since its previous authorization, including any District Required Language (see section <i>OUSD District Required Language</i>)
	Charter Renewal Performance Report (see section <i>Charter Renewal Performance Report Guidelines</i>)
	Signed Statement of Assurances (see section <i>Statement of Assurances</i>)
	PowerPoint Presentation for the Public Hearing (see question 7 of the <i>FAQ</i>)

Charter Renewal Standards Rubric

The Oakland Unified School District Charter School Renewal Quality Review (CSRQR)* is designed as an evaluation of a charter school's progress in meeting a defined set of standards over the course of the charter term. *The data for the CSRQR is collected from school site visits and data analysis protocols held by the school sites.* It also provides:

- additional qualitative and quantitative information upon which charter renewal decisions will be made;
- a structured opportunity for program review;
- an opportunity for the school to engage in self-evaluation and to assess its own progress towards meeting school-wide performance goals; and
- a springboard for school improvement planning.

The CSRQR assesses the following Renewal Standards:

I: Is the school academically sound?

II: Is the school an effective, viable organization?

III: Has the school been faithful to the terms of its charter?

IV: Are the school's plans for a future charter term "reasonably comprehensive"?

Each Renewal Standard has a set of criteria, which can be found in the rubric on the following pages.

** CSRQR was developed with the influence of the California Charter Schools Association's Quality Standards for Charter School Operations used for Charter School Certification.*

Making Consistent Judgments

In the complex context of school review it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its program without significant adjustment, and that there is compelling evidence that this program can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this element is ***excellent***.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this program can be sustained at a level that positively impacts student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The QI for this element is ***proficient***.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is ***underdeveloped***.
- An evaluation of **(2)** applies to schools where program is characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is ***inadequate***.
- An evaluation of **(1)** applies when there are major weaknesses in the program element, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for the program element evaluated ***unsatisfactory*** will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this program can be sustained or implemented by the school to positively impact student experiences. The QI for this element is ***unsatisfactory***.

Criteria 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
1.1	Demonstrates high expectations for student achievement	High levels of student academic attainment and achievement are expected throughout the entire school. These high expectations are reflected in the school curriculum which: a) provides rich content and strong vocabulary 2) clearly identifies essential and enduring knowledge, and 3) provides assessments that effectively support students' long-term mastery of essential knowledge. The curriculum is structured in a coherent grade-by-grade sequence to prepare students for lifelong learning, careers, and active citizenship.	While teachers and staff recognize the importance of high expectations, the curriculum is not structured for high academic performance nor the attainment of essential and enduring knowledge. Curriculum is loosely structured and non-sequential. There is little relevancy or connection to lifelong learning.
1.2	Provides a challenging and coherent curriculum for each individual student	The school has a robust standards-based curriculum with strategies in place to meet the needs and challenge of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics.	The school's curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools.

<p>1.3</p>	<p>Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students</p> <p>During classroom observations, this criteria will be evaluated using the following indicators:</p> <ul style="list-style-type: none"> ● Materials and Resources (Standard 2D*) ● Lesson Objective/Rigor and Challenge (Standard 3A*) ● Student Engagement/ Participation (Standard 3C*) <p>* View the Office of Charter Schools Effective Teaching Framework for the three (3) indicators above.</p>	<p>Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter.</p>	<p>Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom.</p>
<p>1.4</p>	<p>Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement.</p>	<p>Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement.</p>	<p>Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs.</p>

	The criteria for making judgments on the quality of Improving Student Achievement	Quality of element broadly equivalent to the following would be assessed at <i>Level 5</i>	Quality of element broadly equivalent to the following would be assessed at <i>Level 2</i>
<p>1.5</p>	<p>Promotes academic risk-taking by supporting students in a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism</p> <p>During classroom observations, this criteria will be evaluated using the following indicators:</p> <ul style="list-style-type: none"> ● Teacher to Student Interactions (Standard 2A*) ● Behavior Expectations (Standard 2C*) ● Response to Behavior (Standard 2C*) <p>* View the Office of Charter Schools Effective Teaching Framework for the three (3) indicators above.</p>	<p>The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff.</p>	<p>The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time.</p>
<p>1.6</p>	<p>Productively engages parental and community involvement as a part of the school's student support system</p>	<p>Students, parents, and community members are involved as part of the overall school's support system to ensure student achievement. The governing board and school leadership actively engage parents, staff and students around stated academic goals. Partnerships with outside bodies are routinely used to address problems preventing students from achieving academic goals. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve.</p>	<p>Communication and solicitation for community involvement in the school is limited or non-existent. Limited partnerships with outside bodies exist for student's benefit. Parents are provided information about student progress through progress reports and report cards; but little is done to fully engage parents supporting their child's academic success.</p>

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
1.7	<p>Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability for student learning and provides regular, public reports on the school's progress towards achieving its goals</p>	<p>Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their child's progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholders) surveys. School leadership participates in the development of a school accountability report card as required by law.</p>	<p>School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school's community and/or its authorizer.</p>

Criteria 2: Strong Leadership

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
2.1	Effectively communicates and engages stakeholders in the mission and vision of the school	The board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice.	Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school's mission and vision are known and understood by few of the school's stakeholders.
2.2	Generates and sustains a school culture conducive to staff professional growth	The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth.	Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth.
2.3	Treats all individuals with fairness, dignity and respect	School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment.	There are gaps in communication in the school. Policies regarding equal opportunity and unlawful harassment are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school.

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
3.1	Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year	An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. re-teaching, change grouping practices, targeted interventions or enrichment, etc.).	Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data.
3.2	Establishes both long and short-term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program.	The governing board and school leadership engage in a collaborative process, with stakeholder input, to create a strategic plan and set clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long-term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly.	The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited.

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	<i>The criteria for judging Responsible Governance</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
4.1	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. School administrators and board members actively and regularly seek information and professional development related to charter operations and laws; and new board members are given a formal, relevant orientation on the purpose and educational vision of the school and on their roles and legal responsibilities. Schools with multiple sites have comprehensive and effective monitoring systems established for ensuring that those sites meet the charter’s mission and goals. School leadership has developed policies and specific training practices that clarify the responsibilities and relationships among key leaders, governing board members, staff, students and parents. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear	Board representation is limited; few are engaged in or understand the charter law. Opportunities for board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented.
4.2	Consistently engages in timely reporting of required information to the District, the County, and the State	The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school’s fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts, MOU’s, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities.	There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear.

	<i>The criteria for judging Responsible Governance</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
4.3	Ensures that policies and practices are implemented in a fair and consistent manner.	The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear and address the disqualification of a board member or employee. The school's governance policies are organized and are easily accessible to the public.	Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Policies are not readily available or accessible to the public and stakeholders. Process for conflict resolution is not well understood and/or consistently implemented.
4.4	Maintains effective and active control of the charter school and seeks input from impacted stakeholders	Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All board meetings are held in accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The board creates and adopts all necessary policies and ensures their consistent implementation.	Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The board does little to encourage or seek stakeholder participation or involvement. Governing board meetings are infrequent and materials are not provided in advance. Compliance with open meeting laws is inconsistent. Records of board discussion and action are not current and not maintained in a manner that is readily available to board, staff and community. Board relies on executive director/head of school to develop policies and procedures; defers on major decisions without active debate.
4.5	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation	The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually with the board to ensure consistent implementation and to identify areas for improvement.	Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms.

	<i>The criteria for judging Responsible Governance</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
4.6	Enacts policies that respect diversity and implements practices that are inclusive of all types of learners	School administration implements effective programs and policies that enable all students to be effectively served. The school develops and creates policies that do not discriminate against students based on race, creed, color, religion, gender or orientation. The school supports specialized populations, particularly special education and second language learners.	Minimum supports and interventions are in place to meet the needs of special student populations. Supports for specialized populations are not aligned to the core curriculum. Policies regarding diversity in the school student and staff population exist but are not consistently followed.
4.7	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	Board is actively engaged in hiring school leader, based on identified skills, knowledge and personal qualities aligned with the school's mission and vision, and/or strategic planning document. Staff and families are involved in identifying leader qualities and invited to participate in the selection through a process developed by the board. The school's strategic plan and/or mission and vision guide the identification of key goals for the school leader, with thorough performance review conducted at least annually.	Board members select a school leader based on general criteria developed without reference to specific organizational goals. Staff and families are not meaningfully involved in the selection process. School leader is not evaluated on a regular basis by the governing board; no format or process is in place for evaluation.

Criteria 5: Fiscal Accountability

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit, which is made public.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
5.1	Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school’s purpose: student achievement of learning goals	The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well- identified school-wide needs and priorities.	Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students.
5.2	Creates and monitors immediate and long-range financial plans to effectively implement the school’s educational program and ensure financial stability and sustainability	Comprehensive budget assumptions are prepared during the budget process, and the school’s governing body adopts a budget prior to the new fiscal year. The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs.	Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of element broadly equivalent to the following would be assessed at Level 2</i>
5.3	Conducts an annual financial audit which is made public	<p>The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller’s Office). The school’s audit is performed in accordance with generally accepted auditing standards to ensure that the school’s finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter school’s ADA and reports these findings in the audit report.</p> <p>The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements.</p> <p>The charter school board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the charter school’s corrective action in response to any audit exceptions</p>	<p>Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures.</p>
5.4	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance.	<p>School projects enrollment as part of annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school’s long-term sustainability.</p>	<p>School has set no overall goal or plan for enrollment Stability or growth. School’s enrollment projections for budget is not based on past experience or changing conditions. Budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board.</p>

Charter Renewal Performance Report Guidelines

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school’s charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an “X” in the appropriate box (1-5) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools via e-mail to silke.bradford@ousd.org and leslie.jimenez@ousd.org in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. The **final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

Charter Renewal Performance Report

1	What is distinctive about your school?							
2	How effective is your school overall?							
Evaluation:		Excellent	5	4	3	2	1	Unsatisfactory
How do you know?								
What are its notable strengths?								
What are the main priorities for improvement?								

3 How well is the school regarded by its students and parents?							
		5	4	3	2	1	
Evaluation:	Excellent						Unsatisfactory
How do you know?							
What do (a) students and (b) parents most like about the school?							
What do they feel needs improvement, and what action is being taken?							

4 How well do students achieve?							
		5	4	3	2	1	
Evaluation:	Excellent						Unsatisfactory
How do you know?							
In which subjects and grades do students do best, and why?							
In which subjects and grades is improvement needed, and what action is being taken?							
Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?							

5 How effective is the quality of instruction, including teaching, learning and curriculum?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
How do you know?							
Which are the strongest features of teaching and learning, and why?							
What aspects of teaching and learning most need improvement, and what action is being taken?							

6 How effective are the professional development opportunities provided to teachers and administrators?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
How do you know?							
Which are the strongest features of professional development, and why?							
How are professional development activities selected and evaluated?							
What aspects of teaching and learning most need improvement, and what action is being taken?							

7 How effective is the assessment of student learning?							
Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
<p>What are the strongest features of assessment?</p> <p>What aspects need improvement, and what action is being taken?</p>							

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Learners, students with disabilities, or of homeless status)?							
Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
<p>What are the strongest aspects of the efforts to recruit a diverse student population?</p> <p>What aspects need improvement, and what action is being taken?</p>							

9 How effective are the leadership and management of the school?							
		5	4	3	2	1	
Evaluation:	Excellent						Unsatisfactory
How do you know?							
How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?							
What steps are taken if school administrators and teachers are not effectively implementing the curriculum?							
Which aspects of leading and managing the academic performance of the school work best, and why?							

10 How well does the charter school collaborate with parents to encourage active participation in their student’s education?							
		5	4	3	2	1	
Evaluation:	Excellent						Unsatisfactory
How do you know?							
Which are the strongest features, and why?							
What most needs improvement, and what action is being taken?							

11 How effectively does the school community analyze and use school-wide data for continuous improvement?						
		5	4	3	2	1
Evaluation:	Excellent					
How do you know?						Unsatisfactory
<p>To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?</p> <p>Describe how the school is training administrators and teachers to understand and use assessment data.</p> <p>To what extent are parents and students informed of student performance data individually and schoolwide?</p> <p>What most needs improvement, and what action is being taken?</p>						

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?						
		5	4	3	2	1
Evaluation:	Excellent					
How do you know?						Unsatisfactory
<p>Which are the strongest features, and why?</p> <p>What most needs improvement, and what action is being taken?</p>						

13 How effective is your education program at <u>diagnosing and addressing</u> the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.							
		5	4	3	2	1	
Evaluation:	Excellent						Unsatisfactory
How do you know?							
Which are the strongest features, and why?							
What most needs improvement, and what action is being taken?							

14 How effective is the governing board of the school?							
		5	4	3	2	1	
Evaluation:	Excellent						Unsatisfactory
How do you know?							
Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an <u>attachment</u> to this report.							
Describe the governing board’s primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.							
What are the notable features of the governing board in the school?							
What aspects of the governing board most need improvement, and what action is being taken?							
How effectively does the governing board work with the school leader/s?							

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
How do you know?							
Which are the strongest features, and why?							
What most needs improvement, and what action is being taken?							

16 How effective is the school at ensuring fiscal soundness and legal compliance?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
How do you know?							
Which are the strongest features, and why?							
What most needs improvement, and what action is being taken?							

17 How effectively is the school managed fiscally?							
Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
Which aspects of the school’s fiscal operations work best?							
In what ways can the school’s fiscal systems or operations be improved, and what action is being taken?							

18 What are the most significant aids and/or barriers to raising student achievement?	

Charter Renewal Data Document

Name of school:			Name of School Leader:			
Financial Information (5th year of renewal)						
Total Operational Budget		Per Student Revenue				
Total Expenditure		Expenditure Per Student				
Balance brought forward from previous year		Projected balance carried forward to next year				
Special Populations	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal	
# / % of students receiving free/reduced lunch (Socioeconomically disadvantaged)	/	/	/	/	/	
# / % of ELs	/	/	/	/	/	
# / % of Students with Disabilities (SPED)	/	/	/	/	/	
Pupil Mobility	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal	
# / % Students who joined the school other than at the usual time of admission	/	/	/	/	/	
# / % Students who left the school other than at the usual time of leaving (excluding expulsions)	/	/	/	/	/	
Enrollment (as of CBED's Date)	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal	Attendance Rate to Date
School data						
Background of students 5th year of renewal	#/% of Students	Discipline - prior school year		Suspension # of Incidents	Expulsion # of Incidents	
Schoolwide	/	Schoolwide				
Asian	/	Asian				
Black/African-American	/	Black/African-American				
Filipino	/	Filipino				
Hispanic/Latino	/	Hispanic/Latino				
Native American/Alaskan Native	/	Native American/Alaskan Native				
Native Hawaiian/Pacific Islander	/	Native Hawaiian/Pacific Islander				
White	/	White				
Two or More Races	/	Two or More Races				
Not Reported	/	Not Reported				
Gender (male/female)	/	Gender (male/female)		/	/	
Homeless Students	/	Homeless Students				
		ELs				
		Students with Disabilities (SPED)				

Lottery/Waitlist Information				
	Date of Lottery	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE (add rows as necessary to capture all grade levels served)		6 th - 150	100	50
		7 th -200	100	100
		8 th - 160	100	60
1st year of renewal				
2nd year of renewal				
3rd year of renewal				
4th year of renewal				
5th year of renewal				

Graduation Information (HS only)	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
HS Cohort Graduation Rate					
HS Cohort Drop-out Rate					
Post-Graduation Plans (HS only)					
% Attending 4-year college					
% Attending 2-year college					
% Attending vocational/ technical training					
% Joined military					
% Working exclusively					

Teacher Recruitment/Retention					
	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
Total # of Teachers					
# New Hires					
# Retained from Prior Year					
Total # of vacant teaching posts (FTEs) currently					

SBAC <i>(Standard Met/ Exceeded)</i>	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
ELA					
Schoolwide					
Asian					
Black/African-American					
Filipino					
Hispanic/Latino					
Native American/ Alaskan Native					
Native Hawaiian / Pacific Islander					
White					
Two or More Races					
English Learners					
Students with Disabilities (SPED)					
(Socio)economically Disadvantaged (FRPM)					
MATH					
Schoolwide					
Asian					
Black/African-American					
Filipino					
Hispanic/Latino					
Native American/ Alaskan Native					
Native Hawaiian / Pacific Islander					
White					
Two or More Races					
English Learners					
Students with Disabilities (SPED)					
(Socio)economically Disadvantaged (FRPM)					
CAHSEE	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
10 th grade pass rate					

MPOs and LCAP Goals

MPOs

Insert the MPOs for the charter term under review (2013/14-2017/18). If the Collective MPOs were adopted, this section should include two sets of charts. The first chart should include the data for the former MPOs for the first two years of the charter term (2013-14 and 2014-15); and, the second chart should include the data for the Collective MPOs for the 2015-16 and 2016-17 school year and, if available, for 2017-18.

For each MPO, include an analysis as to whether the goals were “met” or “not met” and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate “no longer available/given”. If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

LCAP Goals

In regard to the LCAP goals you have had in place for the past two years, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

Facilities and Future Plans

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)	
Is the facility meeting the needs of your staff and students?	Y/N
Will the facility continue to accommodate your growth needs?	Y/N
If applicable is your current lease still valid?	Y/N
Does your lease extend through the end of your requested charter term?	Y/N
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely 	
Describe the condition of your current facility.	
<p>What procedures are in place for handling facility repairs?</p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p>	

FUTURE PLANS	
<p><i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.</p>	Y/N
<p><i>As applicable:</i> Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc. In order to have the material revision to your charter approved, your school needs to: <ul style="list-style-type: none"> State the revision(s) the school’s governing board wishes to make to the charter. Describe the reasons for the request(s). Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years. <p>23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.</p> <ul style="list-style-type: none"> If appropriate, describe how student achievement may be impacted by the proposed revision(s). 	Y/N

Charter Renewal School Site Visit Guidelines

Charter Renewal Documents Binder

Prior to the start of the school site visit, the school should have the following documents available in the room where the review team will be working, many of which will likely be included as appendices to the renewal petition. **One (1) tabbed binder with all of the following materials is sufficient.**

1.	The school’s current charter.
2.	Unaudited actuals submitted in September.
3.	The budget report approved in June and submitted in July.
4.	Current Copy of Suspension/Expulsion Policy and Procedures.
5.	Current Copy of Parent/Community Complaint Procedures.
6.	Current Parent/Student/Family Handbook.
7.	Current Admissions Policy.
8.	Current Attendance Policy.
9.	Current Student Retention/Promotion Policy.
10.	Current SPED and 504 Policies.
11.	Current copy of Certificate of Occupancy/Conditional Use Permit (for schools not in OUSD
12.	Current Governing Board Roster with officers and committees indicated
13.	Current Governing Board Bylaws.
14.	Agendas and Minutes of all Governing Board and Board committee meetings for the past five (5) meetings.
15.	Document indicating loans, notes, or any indebtedness.
16.	Employee Handbook.
17.	Agendas and Minutes of three (3) most recent faculty meetings.
18.	Most recent Fire/Safety Inspection.
19.	Strategic/Long-term Plan.
20.	School Improvement Plan from previous year and for current year.
21.	All previously contracted third party review reports.
22.	Parent/teacher/student surveys and results from most recent survey.
23.	Fiscal Management Policies

Charter Renewal Reviewer Folder

At the start of the school site visit, the school should have three (3) folders each with a copy of the following materials:

	1. The daily schedule.
	2. Staffing spreadsheet
	3. Map of the classrooms (with room numbers) w/ teacher names/grade levels.
	4. Roster of parent organization(s) and meeting schedule(s).
	5. Sample student report cards.
	6. Any other pamphlets or brochures produced for the school (e.g. enrollment flyers).

Charter Renewal School Site Visit Schedule

During the two (2) day school site visit, the review team will aim to get to know as much about the school as possible in the time available. The review team follows an intensive daily schedule during which it collects evidence through observation of teaching and learning, examination of student work and focus groups with teachers, students, parents, governing board, and other members of the school community. It is this first-hand evidence, coupled with the evidence gathered over the term of the charter, which provides the team with a thorough understanding of the school's program and operations and of the quality therein.

A note about focus groups: Please ensure that your focus groups contain a reasonably representative group of your school's stakeholders featuring members with differing viewpoints and backgrounds. Please refer to the chart below for recommendations regarding the composition of the focus group.

Focus Group	Recommended Number of People
Board & Home Office	4-5 people who can answer questions regarding budgets, finance, and governance
Teachers, Students & Families	1-2/grade level; overall max: 10 people

Below is a sample school site visit schedule. We ask that you revise the schedule to reflect your school's schedule, making sure to include all of the listed components. Please email a draft of this schedule to silke.bradford@ousd.org and leslie.jimenez@ousd.org **no later than two (2) weeks prior to your scheduled school site visit.** We will review the draft and either provide feedback for changes or confirm it as the final version.

Two-Day School Site Visit Schedule (Sample)

Schedule	Day 1	Day 2
9:00-9:30	Meet with School Leader	Meet with School Leader/Class Visits
9:30-10:00	Team Work Time	Team Work Time
10:00-12:00	Class Visits	Class Visits
12:00-1:00	Teacher Focus Group (Lunch with Teachers*)	Student Focus Group (Lunch with Students*)
1:00-2:00	Governing Board & Home Office** Focus Group	Parent Focus Group
2:00-3:00	Class Visits	Class Visits
3:00-3:30	Meet with School Leader	Meet with School Leader

**Please ensure lunch is set up prior to the designated interview time and that adequate coverage has been scheduled for teachers*

***Applies only to CMO schools with a Home Office component*

OUSD District Required Language

Please follow the instructions below:

- Visit the following link to view the most current version of the OUSD District Required Language (“DRL”):

<http://www.ousdcharters.net/charter-renewalrevision.html>

- Place the DRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the DRL, including the statutory language for each Element.

- As shown here, please highlight all DRL in gray to facilitate easy identification of the DRL within the petition.

- Do not add, delete, or change any provision of the DRL.**

- Ensure that all other provisions in the charter petition do not contradict and are otherwise consistent with the provisions of the DRL.**

- Note that Element 11 does not include DRL other than its heading.

Please note that use of the DRL does not constitute an assurance or guarantee that the Board of Education will grant the petition. The Office of Charter Schools will evaluate the Petition according to the criteria set forth in Education Code section 47605, and the Board may deny the petition if it finds any of the following: “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the [required] number of signatures; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605] (d); and (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(Q).]”

The DRL is intended to constitute a minimum threshold for eligibility for submission, not a guarantee that the petition will be granted.

Statement of Assurances

Please follow the instructions below:

- Visit the following link to view the most current version of the Statement of Assurances:
<http://www.ousdcharters.net/charter-renewalrevision.html>
- Include the Statement of Assurances in the charter renewal submission*.
- Do not add, delete, or change any provision of the Statement of Assurances.**
- Ensure that all other provisions in the charter petition do not contradict and are otherwise consistent with the provisions included in the Statement of Assurances.**

*Please note, this form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

Cover Sheet

Development Activities

Section: II. Key Activities for 2017 - 2018
Item: C. Development Activities
Purpose: Discuss
Submitted by:
Related Material: EBIA Innovator Awards and Gala overview.pdf



2018 Innovator Awards and Gala

Perseverance • Curiosity • Kindness • Respect • Conscientiousness • Citizenship & Leadership

Four years ago, our school was created in strong partnership with the Oakland community around the mission to prepare our children for success in college and beyond. Central to the unique and innovative culture we have created together are EBIA's innovator norms - **Perseverance, Curiosity, Kindness, Respect, Conscientiousness, Citizenship and Leadership**. This year, EBIA is giving back by launching the inaugural Innovator Awards and Gala, to be held on Saturday May 12th at the Rotunda in Oakland. On this special night, EBIA will be honoring the very best example of those who inspire us all by living the innovator norms every day.

When: Saturday May 12th, 6:30 p.m

Where: The Oakland Rotunda, 300 Frank H Ogawa Plaza, Oakland, CA 94612

Format: Cocktail party, live background music, brief awards ceremony

Catering: No-host bar, passed hors d'oeuvres, light snacks

Monetization Methods

Type	Amount	Target	Goal
Title Sponsor	\$25,000	3	\$75,000
Award Sponsor	\$10,000	6	\$60,000
Leadership Sponsor	\$5,000	5	\$25,000
Innovator Sponsor	\$2,500	6	\$15,000
Community Sponsor	\$1,000	5	\$5,000
Exclusive Participant	\$500	20	\$10,000
VIP Participant	\$300	50	\$15,000
Participant	\$125	200	\$25,000
		Total	\$230,000

Key Planning Dates:

1/29/18 – Project Kick-off

1/29-2/16/18 – Design communication plan, branding, solicitation materials

2/16/18 – Awardees Confirmed

2/19-4/13/18 – Sponsorship Outreach and Solicitation

3/1/18 – Launch Ticket Sales

4/30/18 – Participation and Sponsorship Finalized

5/12/18 – Awards night



2018 Innovator Awards and Gala

Perseverance • Curiosity • Kindness • Respect • Conscientiousness • Citizenship & Leadership

Volunteer Opportunities

Partnership and Sponsorships

- Design Outreach plan and Sponsorship Solicitation Kits
- Research and Data Management - Develop list of target contacts, track outreach efforts
- Competitive Event Research
- Network within the EBIA community to share info about sponsorship opportunities and generate interest
- Secure award and event sponsorships

Resources: [EBIA Community company list](#), EBIA website, draft "Friends of EBIA" program, small budget for support of a professional sponsorship expert.

Marketing and Ticket Sales

- Develop communication plan, branding and Event promotional materials
- Launch Ticket Sales campaign
- Fill the room on 5/12
- Event promotions, post event press release announcing the awardees

Resources: Eventbrite, EBIA website, EBIA contact list (1800), budget for banners and invitations

Event Night Planning

- Decoration and venue set up planning
- Day of set up, checking in, event support
- Day of volunteer recruiting and coordination
- A/V and Photography coordination
- Social Media and Press Release Coordination

Resources: Eventbrite, Sign Up genius, decoration budget

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." - Margaret Mead

Cover Sheet

Executive Performance Review

Section: IV. Governance
Item: A. Executive Performance Review
Purpose: Discuss
Submitted by:
Related Material:
February 2018 Board Retreat - ExecutivePerformanceReview.Feb2018 (1).pptx



EAST BAY
INNOVATION
ACADEMY

Executive Performance Review

February 2018



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ACADEMY

Assessment Overview

Assessment Overview

Core Leadership – What you bring to the job

Strategy	Action	Results
<ul style="list-style-type: none"> • Vision • Acumen • Courage to Lead • Planning 	<ul style="list-style-type: none"> • Decision-Making • Communication • Mobilizing Others 	<ul style="list-style-type: none"> • Risk Taking • Results-Focus • Agility

Adaptive Leadership – Who you are on the job

Emotional Intelligence	Org Justice	Character	Development
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Relationship Management 	<ul style="list-style-type: none"> • Decision Fairness • Outcome Concern • Information Sharing 	<ul style="list-style-type: none"> • Integrity • Credibility • Values Differences 	<ul style="list-style-type: none"> • Lifelong Learning • Developing Others

Assessment Overview

Raters

Category	Group	Response Rate
Self	<ul style="list-style-type: none"> Devin Krugman 	100%
Peers	<ul style="list-style-type: none"> Funding Partners School Leaders Parents 	86%
Direct Reports	<ul style="list-style-type: none"> EBIA Admin Team 	83%
Supervisors	<ul style="list-style-type: none"> EBIA Board 	63%
Others	<ul style="list-style-type: none"> EBIA Teachers EBIA Ops Team EBIA Instructional Aides 	76%

Assessment Overview

Rater Scale

- All questions are rated using a frequency response
- The higher the number, the stronger the score and the more often the given leadership behavior is demonstrated
- Scale
 - 1 - Never
 - 2 - Rarely
 - 3 - Sometimes
 - 4 - Usually
 - 5 - Almost Always
 - 6 - Always



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Leadership Scores

Leadership Scores

Core Leadership – What you bring to the job

Strategy – 5.10

- Vision
- Acumen
- Courage to Lead
- Planning

Action – 5.11

- Decision-Making
- Communication
- Mobilizing Others

Results – 5.25

- Risk Taking
- Results-Focus
- Agility

Adaptive Leadership – Who you are on the job

Emotional Intelligence – 5.54

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

Org Justice - 4.94

- Decision Fairness
- Outcome Concern
- Information Sharing

Character - 5.47

- Integrity
- Credibility
- Values Differences

Development - 5.28

- Lifelong Learning
- Developing Others

Leadership Scores

5 Highest Skills

- **Integrity** (5.64) - Puts ethics and values into action, operates on core beliefs
- **Self-Management** (5.63) - Ability to control reactions and understand their impact
- **Self-Awareness** (5.56) - Ability to be aware of one's own emotions and behavior

5 Lowest Skills

- **Credibility** (5.53) - Can be counted on and actions/opinions gain support
- **Information Sharing** (4.69) - Share how decisions are reached and their impact
- **Relationship Management** (5.53) - Models/improves how staff treat one another
- **Vision** (4.86) - Takes staff and organization in new directions
- **Decision Fairness** (4.88) - Decisions are reaching through fair, clear process
- **Planning** (4.89) - Anticipates upcoming events to set goals and get

Leadership Scores

Core Leadership – What you bring to the job

Strategy – 5.10

- Self - 2.75
- Peers - 5.43
- Direct Reports - 4.83
- Supervisors - 4.82
- Others - 5.13

Action – 5.11

- Self - 3.33
- Peers - 5.40
- Direct Reports - 5.11
- Supervisors - 4.99
- Others - 5.06

Results – 5.25

- Self - 3.33
- Peers - 5.50
- Direct Reports - 5.39
- Supervisors - 4.88
- Others - 5.24

Adaptive Leadership – Who you are on the job

Emotional Intelligence – 5.54

- Self - 3.42
- Peers - 5.57
- Direct Reports - 5.48
- Supervisors - 5.48
- Others - 5.55

- Self - 3.39
- Peers - 5.45
- Direct Reports - 5.01
- Supervisors - 5.19
- Others - 4.79

- Self - 4.00
- Peers - 5.78
- Direct Reports - 5.25
- Supervisors - 5.65
- Others - 5.4

Development - 5.28

- Self - 2.92
- Peers - 5.92
- Direct Reports - 5.20
- Supervisors - 5.50
- Others - 5.15

Leadership Scores

Qualitative Feedback – Strength Trends

- Calm - Level and thoughtful response to crisis and change
- Approachable – Available to staff, making staff feel heard

Qualitative Feedback – Growth Area Trends

- Growth Oriented – Open and responsive to feedback
- Visibility – Being a larger presence equally across both sites
- Strategy – Having clear and explicit systems and plans
- Communication - Proactively sharing information and decision process



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Response Plan

Response Plan

Information Sharing

- Make explicit to staff why and how decisions were made that impact them.
- Thoroughly describe how decisions will affect individual staff members.

Vision

- Clearly communicate an image for the future that is easy to see.
- Ensure all decisions are explicitly aligned to the overall vision.

Decision Fairness & Decision Making

- Establish a process that ensures all stakeholders have a voice prior to reaching a decision that will affect them.
- Inform stakeholders of upcoming decisions that will affect them.

Planning

- Anticipate and strategically plan for future events to avoid setbacks.

Response Plan

SY 2018.2019 Needs for Growth

Exemplar Exposure	Summer Planning	Full Admin Team
<ul style="list-style-type: none"> • Visitation, shadowing and/or communication with schools that excel in growth targets • Templates for communication plans, decision matrixes, etc. 	<ul style="list-style-type: none"> • June retreat to set SY 18.19 targets and timelines • Development of committee structure to increase shared info sharing, planning and decision making. • Development of tools that support growth targets: message systems, calendars, committees 	<ul style="list-style-type: none"> • Upper School: DII, DSEL, College Counselor • Lower School: DII, DSEL, Intersession • Both Sites: COO/CFO, Director of Sp. Pop.

Cover Sheet

EBIA Board Evolution and Board Composition

Section: IV. Governance
Item: B. EBIA Board Evolution and Board Composition
Purpose: Discuss
Submitted by:
Related Material:
Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf

GOVERNANCE BEST PRACTICES

FOR HIGHLY EFFECTIVE CHARTER SCHOOL BOARDS



CharterBoardPartners

great boards for great schools

Exceptional Governance: A Board's Responsibility

If you've seen a charter school that was clearly advancing on its mission and increasing academic achievement, you can be certain that a high performing board is hard at work in partnership with the school leader. If you've seen a charter school failing to achieve its goals, however, chances are an underperforming board is behind the scenes. Time and again, there is an irrefutable connection between the effectiveness of the board of directors and the success of the school.

By law, charter school boards are held accountable by the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner. Legally, the buck stops with the board, and, therefore, ensuring board competency is not just the right thing to do, it's a legal responsibility.

But a board's legal and fiduciary responsibilities are just the beginning. A charter school board cannot be truly effective and meet all Charter Board Partners' standards unless it has also focused on exemplary governance practices. These practices, when combined, create a core foundation and synergy that allow the board to advance on mission and ensure high student achievement.

A high performing charter school board focuses on student achievement, acts strategically, recruits an exceptional school leader, raises and uses resources wisely, and fulfills all compliance expectations, but it only **manages** two things: the school leader, and itself. Charter school boards must manage themselves by investing in proven governance best practices regarding board composition, committee structure, meetings, and dynamics.

Life Cycles of Charter School Boards

Just like human beings, every charter school and respective board of trustees has a developmental life cycle, beginning with its founding and growing into maturity. The role of the board and its capacities will change throughout a school's life cycle. Not every school evolves through its life cycle in the same way or at the same pace; but if a school stagnates in any one phase, it can be detrimental to the students and their achievement. The key here is to acknowledge where a Board is in its lifecycle and work towards continuous improvement, setting a high bar for effectiveness.

Also, boards must be aware of the timeline associated with their current charter term. For example, in Washington, D.C. charters must be renewed every 15 years but there's a formal, important DC Public Charter School review every five years. These critical benchmarks in a charter school's life cycle serve as drivers as well as opportunities for board reflection on progress and mission advancement.

Phases of Board Education

Following are the phases of development that boards typically encounter, and although we offer timeframes often associated with each phase, it's important to note that each school evolves at a unique pace.

PHASE I: STARTUP

Board Characteristics:

- ▶ When most charter schools are started, a founder and small group of passionate, handpicked supporters are driven by a vision of educational excellence, academic achievement and bringing a lifetime of opportunity to the kids in a community. A founding group actively engages in the initial

This is a particularly exciting time for boards since they have the chance to establish effective governance practices (systems, structures, and policies) from day one. If done well, the long-term effect is that boards can move toward excellence much quicker.



planning and formation of the school, including applying for its charter, filing for incorporation, applying for its 501(c)(3) status, and planning for the creation of a board of directors.

- ▶ Once the charter is approved, many members of the founding group will become members of the school's Board of Trustees, along with new recruits. At this early point, the board, in effect, is a hands-on, *working board* that both governs and assists with operations since minimal staff is in place. With the mission and vision in the forefront, the board will be asked to do anything and everything to help get the school off the ground, from seeking facilities to house the school to developing programs to raising money.

PHASE II – TRANSITION / ADOLESCENCE

Board Characteristics:

- ▶ As the school starts to grow, so does the board. More systems are put into place, both operationally and governance-wise, including school leader performance evaluation, job descriptions for board members, and a committee structure.
- ▶ At this point, the board may still be involved in operations to some degree because the staff is still lean, but it begins to transition to a governing board.
- ▶ More emphasis and time are spent on planning, strategy, and building a stronger infrastructure.
- ▶ The board often grows in size as well as in diversity during this phase, moving beyond the original founders and board members of the school.
 - ◆ The founders still have a significant voice, but the board begins to position itself more in a collective decision-making framework, often causing some level of friction with the founders.

It is not uncommon for this phase to become a turbulent time where the school leader and board members wrestle with increased diversity of thought and changing roles, authorities, and decision-making systems.



PHASE III – HIGHLY EFFECTIVE BOARD

Board Characteristics:

- ▶ A charter school board becomes highly effective once it has effectively addressed the challenging issues that arise during the transition phase.
- ▶ A highly effective board has sound governance practices in place that allow it to work efficiently and focus on that which matters most.
- ▶ It has a high level of confidence and trust in the school leader and seeks a variety of ways to get information from multiple sources.
- ▶ This board understands the value of recruiting a strategically composed and diverse board.
- ▶ It has a strong, functioning committee and task force structure in place to advance the work of the board.
- ▶ It adopts performance evaluation systems at all levels of the institution.
- ▶ The highly functional board is no longer involved in the operations of the school and has created systems to allow it to effectively provide appropriate oversight.
 - ◆ It spends most of its time on strategic issues, building the school's reputation, and fundraising.
- ▶ It takes time to reflect, self evaluate, and implement changes in order to remain a high-performing board driven by mission.

Dysfunctional Phases of a Board

Boards don't always move smoothly through the phases outlined above, and rather than driving its own renewal of leadership, strategy, and energy to reach the highest level of performance, at some point, the charter school could either move into a Stagnant or Defunct Phase.

THE STAGNANT PHASE

When history and routine take over, it is not uncommon for charter schools boards to quietly shift into complacency, flirting with a slippery slope that can lead to the Stagnant Phase. This phase can occur at any time, but often kicks in several years after the school has reached the transition phase, but it can also occur earlier if the board has not effectively moved from being founder-driven to board-driven.

Board Characteristics:

- ▶ Board work becomes routine, energy begins to wane, school achievement either flat lines or drops, and an over-reliance on systems and processes prevails.
- ▶ Funding sources tend to end their support, and turnover is common on the board and at the staff level.
- ▶ The downward slide can quickly reach a crisis stage or it can slowly eat away at the school for years.

Outlook:

One of three things inevitably will occur in this phase:

- ▶ A number of board members and the school leader may recognize the warning signs and take action to successfully reenergize the institution. Disengaged board members are 'retired', new leadership with new energy and strategies are recruited, and a renewed sense of purpose and mission are reactivated. It is hard work, but coming through the Stagnant Phase will lead a charter school toward being highly effective with greater wisdom, vision, and energy.
- ▶ The board and staff may recognize the symptoms but are unable to revive the organization. The school may have dropped too far into financial debt, enrollment may already be headed in a tailspin, staff and faculty may be leaving at an unmanageable pace, or the recruitment of new board members with passion,



energy, and connections may be unsuccessful. In this situation, the school enters the Defunct Phase.

- ▶ The board and/or staff fail to take action and the authorizer forces the school into the Defunct Phase.

THE DEFUNCT PHASE

Board Characteristics:

- ▶ If a charter school slides into the Stagnant Phase and the board is unable or unwilling to move into renewal, the board will be faced with the decision of merger or closure.
- ▶ Sometimes this decision is driven by external factors, perhaps by the authorizer or through a lack of funds to continue operations. Other times, the board will be faced with a decision.
- ▶ While considering closure, all pertinent data should be considered, including:
 - ◆ Has the school's population been declining significantly?
 - ◆ Has the board shown the will and/or ability to initiate great change?
 - ◆ Is the school leader capable and willing to implement great change?
 - ◆ Has the school's public reputation fallen beyond repair?
- ▶ Making the decision to close a charter school is a difficult decision, but it is the right decision if the school no longer has the investment of the board or the community or cannot serve students to the high standards they deserve.

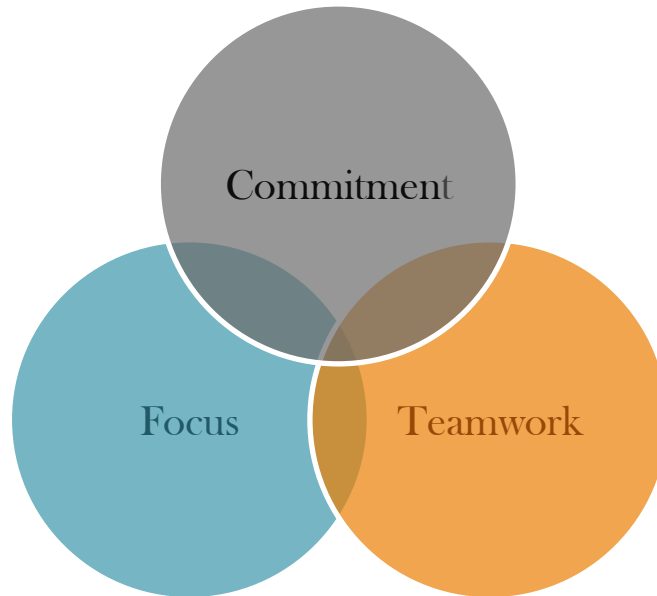
The Board's Relationship with the School Leader

Research in the education sector clearly confirms that employing a strong, highly competent leader increases a charter school's ability to succeed. A board not only hires a talented school leader but ideally builds an effective, productive, and trusting relationship with the school leader, working in constructive partnership on behalf of the students and academic achievement. Building this relationship between the school leader and the board of directors is a critical lever of success for every charter school.

A high performing board both supports the school leader and holds her accountable to mutually agreed upon expectations. Roles and responsibilities are clearly defined and annual goals are clearly established. The annual school leader performance becomes a tool for accountability, progress assessment, discussion, and support. evaluation (*See the CBP School Leader Evaluation tool for more information.*)

A board must champion its leader, building trust and encouraging candor and open communications. Collectively, board and staff come together to address challenges, both proactive and reactive. In particular, the relationship between the board chair and school leader sets the bar for the rest of the board; if this is a strong, candid, and supportive relationship, then the board as a whole is likely to function in a similar manner. If it isn't, the relationship between the entire board and school leader is likely to suffer. In addition, a truly high-performing partnership allows for proactive planning for both board and staff leadership transitions.

HIGHLY EFFECTIVE BOARD CHAIRS



TWELVE KEYS TO DISTINGUISH ONESELF AS A BOARD CHAIR

1. Coach the board like a team
2. Lead in partnership with the School Leader
3. Focus the board on that which is most important
4. Be a great meeting facilitator
5. Remain neutral rather than advocate for a position
6. Marshall consensus of opinion
7. Address problems in timely and effective way
8. Communicate effectively
9. Engage board members to take ownership for the work of the board and show appreciation
10. Value transparency and operate accordingly (full personal/ professional disclosure)
11. Be reflective and self-aware
12. Always operate according to *what's best for the school*

QUALITIES OF HIGHLY EFFECTIVE BOARD CHAIRS

Personal Qualities

- ▶ Has a passion for governance and inspires others
- ▶ Is approachable and available
- ▶ Is a good listener and communicator
- ▶ Shows integrity, respect, and humility
- ▶ Is a strategist and visionary thinker
- ▶ Encourages open communication and constructive debate

Commitment to the Board

- ▶ Engages board members to take ownership of board's work
- ▶ Celebrates board members' hard work and achievements
- ▶ Promotes board development and governance best practices
- ▶ Commits to leading an effectively run board
- ▶ Upholds legal and ethical standards of conduct
- ▶ Ensures board plans proactively for the succession of board members and officers

Commitment to the School

- ▶ Shows understanding and passion for mission, values, and school
- ▶ Engages board members to demonstrate and encourage their commitment
- ▶ Understands and respects management/governance boundaries

DUTIES OF HIGHLY EFFECTIVE BOARD CHAIRS

Board Member Management

- ▶ Holds members accountable for carrying out roles and responsibilities
- ▶ Is the contact for board members on board issues
- ▶ Ensures a board assessment process occurs
- ▶ Ensures board members understand that the board is empowered to act as a collective entity and that individual board members have authority only when the board so delegates



School Leader

- ▶ Cultivates a constructive partnership with the School Leader
- ▶ Participates in the hiring, monitoring, and evaluation of the School Leader
- ▶ Meets or talks regularly about monitoring School Leader's progress and challenges around goals

Community Relations

- ▶ Cultivates relationships with donors, funders, and stakeholders
- ▶ Serves as community ambassador
- ▶ Speaks at annual meeting and community events and with the media when appropriate

Meeting Management

- ▶ Helps develop meeting agendas with school leader
- ▶ Presides at all meetings of the board and specific committees
- ▶ Promotes meaningful dialogue at board meetings
- ▶ Gives every board member an opportunity to contribute but does not allow any one member, including herself, to dominate or derail the discussions

Board Committees

- ▶ May appoint board committee and task force chairs (depending on bylaws)
- ▶ Ensures ongoing communication between committees and the board
- ▶ Serves as ex-officio of all committees

BOARD COMMITTEES

FREQUENTLY ASKED QUESTIONS

What are the advantages of having a committee structure?

Committees allow boards to operate more efficiently, since detailed work can be done within committees comprised of a smaller subset of members. Also, since committees are typically staffed with members who have specific, content-rich expertise, more in-depth discussions and analyses can take place, resulting in well-informed recommendations to the full board. Those recommendations are then presented to the full board for review and approval at regular board meetings.

How does a school determine which committees to create?

Although not generally required, standing committees are often explicitly defined in the school's bylaws. Boards should develop a strategic, lean committee structure, only creating and naming in its bylaws the standing committees it needs to facilitate and elevate its work.

Will the committee structure we develop always remain the same?

The committee structure will and should change over time as the board evolves. High-performing boards also create fewer standing committees and use short-term, project-based task forces more frequently.

Which standing committees are most frequently created?

While committee structures will differ somewhat from board to board, Charter Board Partners recommends that schools create at least four standing committees: Finance (which would be also be responsible for oversight of the audit function), Governance, Academic Excellence, and Development. If the board can only support three committees initially, it should establish a Finance, Governance, and Academic Excellence Committee.



Are there other formal structures that Boards can adopt?

If the strategic needs of the board require additional structure, boards can create task forces, and the Board’s authority to do so is often referenced in the school’s bylaws. Task forces operate similar to a committee, but task forces often have a shorter-term agenda and frequently include non-board members. Often task forces are created for facilities procurement or improvement, strategic planning, a school leader search, a fundraising campaign or special event, or to consider replication or expansion.

Does a committee or task force need a specifically defined purpose?

Every committee and task force needs a written charge clarifying its purpose and scope of authority, a chair to lead it, and a minimum of two additional members to add a minimal diversity of opinion and have enough people power to complete the work at hand. Annual work plans are developed to help committees focus on their annual goals, and committees should meet as often as needed to accomplish their work.

How are the activities of committees and task forces documented?

Minutes, generally no longer than one page, are taken at each meeting detailing attendance, recommendations for the board’s consideration, high-level overview of discussions, and action steps. *(See example of committee minutes below.)* The written minutes should be shared with the full board in a timely fashion; verbal reports to the board are needed only for recommendations for the board’s consideration or key strategic issues that require board discussion.

EFFECTIVE MEETINGS

WHY EFFECTIVE MEETINGS MATTER

Public charter school boards have significant responsibilities and only a limited amount of face-to-face time to fulfill them. Boards may have an average of only 20 hours per year to meet formally as a full board to set the school's direction, ensure academic achievement, secure resources, plan strategically, and provide appropriate oversight of school operations. This is why it is so critical for board meetings to be efficient, substantive, and productive, and why boards must be strategic in delegating tasks to committees as appropriate.

Great board meetings are often characterized by great discussions on important issues. But they rarely happen by chance; in fact, they are usually the outcome of good planning, strong agendas, thoughtful preparation, the use of efficient tools, and excellent facilitation.

The board president and school leader should work together to plan board meetings. When planning for a productive, engaging board meeting, the first step is to create a great agenda. Well-intended boards often incorrectly assume that every issue must be handled essentially the same way, i.e., by board discussion during a board meeting. There are, however, a breadth of ways that issues can be effectively addressed including delegation to staff or committees, and electronic communications.

PREPARING A MEETING AGENDA

It's important to remember that all agenda items are not equal; in fact, nothing should be added to the agenda without it being fully vetted, determined to be appropriately part of the board agenda and ready for board discussion. Boards often use a 'consent agenda' as part of the meeting agenda to bundle the routine business of the board, thus freeing most of the meeting time for strategic issues. Agendas should include time lines, include 'action' or 'discussion' flags, and be accompanied by appropriate background material, all of which should be disseminated to board members no less than four to five business days prior to the meeting, to allow them to prepare for key conversations. *(See Sample Agendas below.)*

Four core questions should be asked by the board chair and school leader to guide their preparation for a great meeting and the creation of a strategic agenda:

Question #1

What are the two to four most important issues on which this board needs to be focused?

- ▶ Are these really issues the board (versus staff, etc.) needs to address?
- ▶ What are the core questions we should be asking regarding each issue?
- ▶ How do we best tee up each issue? What does the board need in terms of background information, data, or context in order to meaningfully discuss each issue?
- ▶ Should discussion on this issue start at the board level or be delegated to a committee to prepare the discussion for the board? Does staff need to do any work to prepare the issue for board or committee discussion?

Question #2

What must the board do at this particular point in time?

- ▶ Check the board's annual calendar (*See Annual Board Calendar Sample below.*) to ensure key activities are included on the board meeting agenda when appropriate, e.g. budget approval, board self-assessment, audit review, and approval.

Question #3

What must the board do as part of its due diligence or governance responsibilities?

- ▶ Which of these items really require a discussion? Or, can we simply distribute materials to board members? Or, can we simply request board members complete a certain action?
- ▶ What is the most efficient way to handle these items? Electronically? By committee? At the board table?

Question #4

What does the board need in terms of its ongoing education that will help it make good, informed decisions?

- ▶ What are our board's specific professional development needs and where do we find the support to meet those needs?

DECISION-MAKING

Boards need to have a clear decision-making process. Key information, including what substantiates a quorum and whether a majority vote serves as an act of the board, can usually be found in the bylaws. Boards can create a culture of decision making by:

- ▶ Ensuring the board has a breadth of relevant data and information on which to base its decisions.
- ▶ Creating a culture of inquiry that encourages robust debate and consideration of alternative options.
- ▶ Developing a process that includes a review and discussion of the advantages and downsides of every decision prior to the vote.
- ▶ Whenever possible, avoiding voting on significant decisions until some level of consensus has been developed.

A common tug-of-war for boards and school leaders is the question: how much information does the board actually need? Some boards or board members have a tendency to ask for a lot of detail. When staff seeks to meet this need, board members often either complain there's too much material or simply fail to read the board materials.

The rule of thumb is to give board members the information and materials they need in order to be well informed in their discussions and decision-making. Where that line is drawn is not always clear and must be negotiated with candid discussion.

Boards should only make decisions once they have thoroughly reviewed all relevant data and materials and have had all of their questions answered. In some cases, decisions can be made in the meeting when a topic is being discussed for the first time. In other instances, discussion occurs over multiple meetings before a decision is made.

Many boards now use board portals that allow easy storage of and access to materials. This saves staff both time and effort in preparing board materials. The growing use of dashboards is helping staff keep board members well informed of operational issues at a high level; in turn, board members respond well to dashboards because the tools allow them to analyze the data and spot trends and patterns.

MEETING MANAGEMENT

Parliamentary procedures in the boardroom will also vary from board to board. More and more boards find that the traditional Roberts Rules of Order, first developed to



manage governance by very large boards, are no longer practical in the boardroom. Instead, boards are using less wieldy boardroom procedures from sources like the American Bar Association or Roberta's Rules of Order.

Every board meeting should end with either a verbal or written board meeting evaluation. (See *Board Meeting Evaluation Template below.*) This evaluation focuses on both strengths and weaknesses of the board meeting and can be used to enhance board meetings on a regular basis.

Board Committee Job Descriptions

Every standing committee should have clarity on its purpose, authority level, leadership and membership, who it is accountable to, and frequency of meetings. The Board Chair appoints the chair for each committee. Committees will include at least two additional members (for a minimum of three individuals per committee.)

FINANCE COMMITTEE

The Finance Committee, chaired by a board member (usually the Treasurer), will meet as often as necessary to conduct its work, at minimum before every board meeting. Its purpose is to provide appropriate board oversight of school finances, ensure accurate and comprehensive financial reporting to the board, and raise strategic financial issues for board discussion.

FINANCE COMMITTEE RESPONSIBILITIES

Specific responsibilities of the finance committee include:

- ▶ Preliminary review of monthly financial statements prior to board review
- ▶ Presentation of financial statements to board for discussion
- ▶ Ensure that the annual budget is prepared in a timely manner, allocates resources to support the school's strategic direction, and drives improved student achievement
- ▶ Review and recommend to the full board approval of the annual budget
- ▶ Recommend the selection of an auditor, ensuring the school changes auditors (or audit partner) every five or so years
- ▶ Meet with auditor prior to full board audit review and approval
- ▶ Ensure that either the Finance Committee or the full board annually meets in executive session with the auditor
- ▶ Provide recommendations to ensure appropriate financial policies and procedures are in place
- ▶ Identify strategic and long-term financial issues to address before they become urgent issues
- ▶ Set annual committee goals and regularly monitor progress against those goals
- ▶ Serve as an ongoing resource and advisor to staff on financial issues
- ▶ Work closely with staff on financial issues/oversight

STEPPING UP WITH YOUR FINANCE COMMITTEE

High-performing Finance Committees will also do the following:

- ▶ If charter school bylaws allow, recruit non-board members with particular financial and/or investment expertise to serve on this committee
- ▶ Work with staff to develop financial dashboards to help the board absorb large amounts of complex information and understand patterns and trends
- ▶ Invite a CPA annually to present a 45-minute board training on how to read a charter school's financial statements; each year the level of training can become more sophisticated, thus increasing board members' competencies
- ▶ If the financial operations of the school become increasingly complicated, primarily due to issues of scale or compliance requirements of funders, determine whether the committee should split into two separate board committees: Finance Committee and Audit Committee
- ▶ If and when appropriate, recommend the creation of an Investment Committee

EXECUTIVE COMMITTEE

A NOTE ABOUT EXECUTIVE COMMITTEES

Charter schools often ask whether they should have Executive Committees. As explained below, Executive Committees have limited overarching roles and play out differently across organizations. Our advice to charter schools is to consider whether you have a functioning committee structure. If you do, then you may have the board-level capacity to use an Executive Committee effectively. If you do not, we recommend that you focus first on building an effective governance committee and pull the functions usually reserved for the Executive Committee into the governance committee. It is more important to **do the work well** (i.e. evaluate the School Leader) than to create a committee in hopes that this will be the magic solution to get the work done.

BOTTOM LINE

Before you create an Executive Committee, ensure that you:

- ✓ **Need** this particular structure to accomplish your goals
- ✓ Have the **board capacity** (in terms of time and talent) to build a strong Executive Committee
- ✓ **Identify** the specific roles and responsibilities that *your* Executive Committee will play

EXECUTIVE COMMITTEE RESPONSIBILITIES

The Executive Committee is chaired by the Board Chair. Its two primary responsibilities are to act on behalf of the board on urgent issues when the full board is not able to meet, and to lead the performance evaluation process for the school leader. (The bylaws must articulate that the Executive Committee has the authority to do the former.)

The limitations of the Executive Committee's authority (which are typically noted in the bylaws) include:

- ▶ Dissolution of the institution
- ▶ Mergers
- ▶ Hiring or firing of the school leader
- ▶ Electing or removing board members
- ▶ Amending the bylaws
- ▶ Approving or changing the budget
- ▶ Eliminating or adding major programs

The Executive Committee is typically comprised of the Board Chair, Vice Chair, Secretary, Treasurer or Finance Committee Chair, Governance Committee Chair, and the School Leader, who serves ex-officio. The Executive Committee meets only as needed, but a minimum of two times per year. The Executive Committee can meet in executive session without the school leader when it so chooses, e.g., when her evaluation is being addressed.

Only committee members and invited guests may attend Executive Committee meetings. Minutes of Executive Committee meetings are shared promptly with the full board of directors to ensure transparency and to keep board members well informed. If the Executive Committee makes significant decisions, the full board will be informed within 24 hours and the decision will be ratified by the full board at the next board meeting.

STEPPING UP WITH YOUR EXECUTIVE COMMITTEE

High performing Executive Committees will also do the following:

- ▶ Remain aware of the danger of becoming an inclusive entity, ultimately making the full board a rubber stamp

- ▶ Serve as a mini-think tank for the board by identifying key strategic issues and the best way to frame them for board discussion
- ▶ Frequently ask the school leader: “What’s keeping you awake at night?”
- ▶ Actively develop new leadership on the board
- ▶ Model great governance practices for the rest of the board

GOVERNANCE COMMITTEE

The Governance Committee is the committee of the board, by the board, and for the board. Its primary responsibility is to ensure the board is governing effectively and revitalizing itself. It is the responsible for providing leadership for board education, ensuring a strategically composed board is in place to govern the institution, nominating candidates for officer positions and committee membership, nominating and orienting new board members, ensuring an effective governance structure, and ensuring an effective board self assessment process.

GOVERNANCE COMMITTEE RESPONSIBILITIES

Specific responsibilities of the governance committee include:

- ▶ Promoting and providing education to new and tenured board members about the school, education reform, the community, and governance
- ▶ Assessing the school’s governance needs, including periodically reviewing the size of the board, the strategic composition of the board, the committee structure and charters, and recommending changes as needed
- ▶ Developing and nominating board members to serve as officers including, as appropriate, Chair, Vice Chair, Secretary, and Treasurer
- ▶ Leading the board in the identification, cultivation, and nomination of new board members to ensure a strategically composed board
- ▶ Ensuring new board members are effectively oriented to the charter school, the board, the community, and the responsibilities and expectations of board service
- ▶ Monitoring the ongoing performance of current board members and evaluating performance before renewing board terms
- ▶ Conducting a board self assessment every one to two years
- ▶ Planning the annual retreat
- ▶ Reviewing and recommending changes to the bylaws every two years or as needed
- ▶ Set yearly goals and monitor against them



STEPPING UP WITH YOUR GOVERNANCE COMMITTEE

High performing Governance Committees will also do the following:

- ▶ Attend Charter Board Partners' trainings and events
- ▶ Present a short educational segment at every board meeting on the mission, school, and community or governance practices
- ▶ Invite special guests, school leaders, or Board Chairs from other charter schools to talk with your board to bring new lenses into the boardroom
- ▶ Talk with other charter school boards' governance committees to learn more about how they are overcoming their challenges

DEVELOPMENT COMMITTEE

The Development Committee works closely with staff to provide leadership in engaging the collective board and individual board members in regular fundraising activities for the school and in providing strategic direction, oversight, and accountability for the board's fundraising activities. The Committee meets as often as necessary to conduct its work.

DEVELOPMENT COMMITTEE RESPONSIBILITIES

Specific responsibilities of the development committee include:

- ▶ Involving and motivating board members in the cultivation, solicitation, and stewardship of gifts
- ▶ Helping to develop policies for the board and staff regarding gift solicitation and recognition
- ▶ Ensuring the case for support is strong, compelling, and accurate
- ▶ Helping to develop strategies for major gift cultivation and solicitation
- ▶ Recommending realistic but stretch goals for board giving, for board's approval
- ▶ Ensuring the board has a 100% board giving policy and fulfills it each year
- ▶ Holding the board accountable in reaching its giving and fundraising goals
- ▶ Ensuring the board receives fundraising training as needed
- ▶ Leading by example
- ▶ Set annual committee goals and regularly monitor progress against those goals

STEPPING UP WITH YOUR DEVELOPMENT COMMITTEE:

High performing Development Committees will or may also do the following:

- ▶ Get one board member to match board member gifts above last year's gift

- ▶ Create friendly competitions between board members or their firms in raising funds

ACADEMIC EXCELLENCE COMMITTEE

The Academic Excellence Committee provides appropriate board oversight of the academic program by ensuring that the school's educational program is positively impacting student achievement and by raising strategic academic issues for board discussion. The Academic Excellence Committee, chaired by a board member, will meet as often as necessary to conduct its work, but typically at least quarterly.

ACADEMIC EXCELLENCE COMMITTEE RESPONSIBILITIES

Specific responsibilities of the academic excellence committee include

- ▶ Assume responsibility for ensuring that students are achieving at the highest levels
- ▶ Agree on a definition of academic excellence for the school
- ▶ Understand how student achievement is measured at the school and build board-wide understanding of the most critical measures
- ▶ In partnership with the school leader, monitor student achievement by reviewing and analyzing external, standardized tests and internal assessments, deeply understanding the factors affecting performance data and sharing updates with the full board
- ▶ Evaluate student achievement at the school in comparison to other schools and national standards
- ▶ Verify that school administrators use student data constructively and routinely to inform decisions
- ▶ Insist on targeted changes to the academic program if student achievement is lagging
- ▶ Identify strategic and long-term challenges to the academic program before they become urgent issues

It's important to note that this a committee that can easily slide down that slippery slope between oversight and management, overstepping the board's bounds.

For example, if a school showed low test scores in math, the board should ask the school leader the tough questions around why that dip occurred and what the leadership doing to address it. The board should *not* tell the school leader what he/she should *do* about that result, for example suggesting a specific math curriculum or teaching strategy.

The board asks the questions and provides advice, holding the leader accountable for results. The board does not make program-level decisions.



- ▶ Serve as an ongoing resource and advisor to staff on academic issues, as requested, providing recommendations and feedback to administrators for improvements to the academic program
- ▶ Set annual committee goals and regularly monitor progress against those goals

STEPPING UP WITH YOUR ACADEMIC EXCELLENCE COMMITTEE

High-performing Academic Excellence Committees will also do the following:

- ▶ If charter school bylaws allow, recruit non-board members with particular educational expertise related to the school's model
- ▶ Work with staff to develop academic dashboards to help the board absorb large amounts of complex information and understand patterns and trends
- ▶ Visit other high-performing schools to inform the committee's work
- ▶ Attend authorizer trainings on accountability

Sample Calendars and Meeting Templates

ANNUAL BOARD CALENDAR SAMPLE

ABC CHARTER SCHOOL FISCAL YEAR CALENDAR

JULY

- ✓ Review final board-wide dashboard for prior year
- ✓ Review preliminary year-end financial review
- ✓ Review progress against strategic plan goals, if applicable

AUGUST

- ✓ Review preliminary standardized test results for prior year

SEPTEMBER

- ✓ Review updated standardized test results
- ✓ Review school leader's progress against quarterly goals
- ✓ Review board's progress against quarterly goals

OCTOBER

- ✓ Review and accept audit

NOVEMBER

- ✓ Review final standardized test results and reports

DECEMBER

- ✓ Review school leader's progress against quarterly goals
- ✓ Review board's progress against quarterly goals
- ✓ Host/participate in school holiday party

JANUARY

- ✓ Review and approve preliminary enrollment and budget assumptions for next year

FEBRUARY

- ✓ Complete review of by-laws and board policies, if applicable
- ✓ Collect annual conflict of interest disclosure forms

MARCH

- ✓ Review school leader's progress against quarterly goals
- ✓ Review board's progress against quarterly goals
- ✓ Select auditor

APRIL

- ✓ Complete annual board self-assessment
- ✓ Review preliminary budget for next year

MAY

- ✓ Confirm annual board member commitments
- ✓ Approve annual budget for next year
- ✓ Review board's progress against annual goals

JUNE

- ✓ Complete school leader annual performance evaluation
- ✓ Establish school leader goals for next year
- ✓ Establish board goals for next year
- ✓ Establish school leader professional development plan for next year
- ✓ Elect new board members
- ✓ Elect board officer

BOARD MEETING AGENDA

EXAMPLE 1 – CONSENT AGENDA

ABC CHARTER SCHOOL

AGENDA

February 13, 2012 ♦ 8:00 a.m. – 10:00 a.m.

8:00 a.m.	Welcome
8:05 a.m.	Mission Moment <i>Someone shares a story that brings the mission and/or the pursuit of academic achievement alive.</i>
8:10 a.m.	School Leader Report <i>Very brief. Does not reflect entire written report. Rather, School Leader flags one to three highlights in the report, analyzing the significance or possible implications. May also share what has transpired of note since the report was written.</i>
8:20 a.m.	Consent Agenda (Action) <i>Contents will vary from meeting to meeting. Reflects the routine business of the board or the issues that do not require or need discussion.</i> <i>For example:</i> <ul style="list-style-type: none">• Approval of last meeting's minutes• School leader written report• Committee reports (must be written)• Adoption of bylaw change that has already been discussed
8:25 a.m.	Financial Report (Presentation and discussion) <i>Report is given by Treasurer, perhaps with assistance by the CFO or school leader. This reflects not just current financial picture but cash flow, financial implications, strategic financial considerations, etc.</i>
8:40 a.m.	Dashboard Review (Discussion) <i>Review and discussion of updated dashboard(s) reflecting school activity and strategic plan progress, identifying success and challenges and holding the board accountable to measurable goals</i>
9:00 a.m.	Expansion Task Force Recommendations (Presentation and discussion) <i>Send materials in advance. Make high-level presentations. Pose two to three strategic questions to the board for discussion. Determine next steps.</i>
9:45 a.m.	Last Thoughts <i>Review decisions made and action steps. Identify the three things all board members should be doing/thinking about between now and the next meeting.</i>
9:50 a.m.	Board Meeting Assessment <i>"Did we spend our time effectively today?"</i> <i>"What can we do to be more effective?"</i> <i>"Are there any board members who have been frequently absent? How do we want to handle these situations?"</i> <i>To our school leader: "What's keeping you awake at night?"</i>
10:00 a.m.	Adjourn

EXAMPLE 2 – TRADITIONAL AGENDA

ABC CHARTER SCHOOL

AGENDA

September 6, 2012 ♦ 5:00 p.m. – 7:00 p.m.

- 5:00 p.m. **Welcome**

- 5:05 p.m. **Mission Moment**
Someone shares a story that brings the mission and/or the pursuit of academic achievement alive.

- 5:10 p.m. **Approval of Minutes (Action)**

- 5:15 p.m. **School Leader Report**
Very brief. Does not reflect entire written report. Rather, School Leader flags one to three highlights in the report, analyzing the significance or possible implications. May also share what has transpired of note since the report was written.

- 5:25 p.m. **Financial Report (Presentation & discussion)**
Report is given by Treasurer, perhaps with assistance by the CFO or school leader. This reflects not just current financial picture but cash flow, financial implications, strategic financial considerations, etc.

- 5:40 p.m. **Dashboard Review (Discussion)**
Review and discussion of updated dashboard(s) reflecting school activity and strategic plan progress, identifying success and challenges and holding the board accountable to measurable goals

- 5:55 p.m. **Strategic Planning (Discussion)**
Our strategic plan will be ending in nine months. How do we want to approach our next plan development? What worked well last time? What should we do differently? Shall we create a task force to drive the process? Do we need an outside consultant’s expertise? What are the three to five biggest issues looming in our future that we need to address?

- 6:10 p.m. **Committee Reports**
*Standing committees (as appropriate) report on three things: the most important issue/project the committee will be addressing in upcoming year, what it anticipates bringing to the board during the year for comment or decision, and any assumptions made to date on key issues.
NOTE: Max of 10 minutes per report. Every committee does not and should not report at every meeting. Only as needed on issues of substance.*

- 6:40 p.m. **Annual Board Business (Materials Sent In Advance) (Action)**
Complete, sign and submit on site:
 - Annual Conflict of Interest Review and Declarations/ Signatures
 - Annual Letter of Commitment*Annual review of insurance*

- 6:45 p.m. **Last Thoughts**
Review decisions made and action steps. Identify the three things all board members should be doing/thinking about between now and the next meeting.

- 6:50 p.m. **Board Meeting Assessment**
“Did we spend our time effectively today?” “What can we do to be more effective?”
“Are there any board members who have been frequently absent? How do we want to handle these situations?”
To our school leader: “What’s keeping you awake at night?”

- 7:00 p.m. **Adjourn**

COMMITTEE MEETING MINUTES TEMPLATE

ABC CHARTER SCHOOL MEETING MINUTES

COMMITTEE NAME:

DATE/TIME OF MEETING:

IN ATTENDANCE:

RECOMMENDATION TO THE BOARD (IF APPLICABLE):

- State actual motion in one to two sentences.
- Rationale
 - ◆ Benefits/advantages/desired outcomes
 - ◆ Downsides
- Alternative options discussed.
- Vote of the committee to bring recommendation to the board.

OTHER DISCUSSION TOPICS:

ACTION STEPS:

COMMITTEE MEETING MINUTES EXAMPLE

ABC CHARTER SCHOOL

MEETING MINUTES

COMMITTEE NAME: Governance / Executive Committee

DATE/TIME OF MEETING: May 12, 2012: 5:00 - 7:00 p.m.

IN ATTENDANCE: Joe, Melissa, Sam, Tricia,
Emily (Board President), Megan (School Leader)

RECOMMENDATION TO THE BOARD (IF APPLICABLE):

The Governance Committee moves to expand the size of our board to a minimum of 12 members and a maximum of 15 members.

We've debated this issue for two years. Now that the school is expanding to add high school years, we anticipate that board work will increase and that we will also need greater diversity of skills and thought at the board table. We do not want to burn out board members, and we think there will be many upsides to this decision.

- Benefits/advantages/desired outcomes: greater diversity; greater breadth of skills sets; more circles of influence for our fundraising; opportunity to develop more board members for leadership positions; we will have more board members to place on committees
- Downsides: it will arguably require more of Megan's time to work with a larger board, but she has indicated that the benefits outweigh the downsides. We will want to be attentive to our continued ability to work well as team as we grow.

Alternative options discussed: we considered leaving the board size range at 9 – 12 members but felt that won't be sufficient for the challenges and work ahead of us.

The committee is unanimous in bringing this recommendation to the board.

OTHER DISCUSSION TOPICS:

Committee discussed ideal board composition and gaps, including technology skills, fundraising skills, and leaders of Latino descent.

ACTION STEPS:

- Formally recommend a bylaws change re: board size at the June board meeting.
- The board will begin its annual board self-assessment process starting in July. Joe and Melissa will lead the process and set expectations with the board at the June board meeting.

BOARD MEETING EVALUATION TEMPLATE

ABC CHARTER SCHOOL
BOARD MEETING EVALUATION

NAME:

MEETING DATE:

Please rate the following statements on a 1 to 5 scale according to:

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

Statements	1	2	3	4	5
The board meeting materials prepared me well for the meeting.					
Board members came prepared to the meeting and ready to conduct business.					
The meeting was well facilitated.					
We focused most of our time on that which is most important.					
We used our time in the boardroom well today.					

The best part of the board meeting today was:

Our board meetings will be even better if we:

PLEASE SUBMIT YOUR COMPLETED EVALUATION TO A MEMBER OF THE GOVERNANCE COMMITTEE.

Cover Sheet

Role of EBIA Board Member

Section: IV. Governance
Item: C. Role of EBIA Board Member
Purpose: Discuss
Submitted by:
Related Material: EBIABoardRolesandCommitments_KateDoyle_Signed.pdf



EAST BAY INNOVATION ACADEMY

BOARD OF DIRECTORS STATEMENT OF AGREEMENT

The mission of the East Bay Innovation Academy (EBIA) To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world. As a board member of the East Bay Innovation Academy, I understand this important responsibility and that my duties and responsibilities include the following:

1. I am morally responsible for the health and well-being of the East Bay Innovation Academy. As a member of the board, I have pledged myself to carry out the school's mission. I am fully committed and dedicated to this mission.
2. I am morally responsible to put students first and to ensure EBIA delivers on the commitments of our petition for the benefit of each student.
3. I am morally responsible for ensuring the instructional program of the school is effective and is focused on rigorous goals for student performance.
4. I am responsible, along with other board members, for carrying out the terms of the charters that have been granted to the East Bay Innovation Academy by the Oakland Unified School District.
5. I am fiscally responsible, with other board members, for the East Bay Innovation Academy. It is my duty to know and understand the school's budgets and to take an active part in planning and executing the budget.
6. I will give what is for me a significant financial donation to support the operation of the school. I will set a fundraising goal each year and will actively engage in fundraising for the East Bay Innovation Academy in whatever ways are best suited to me. These may include individual solicitation, undertaking the planning and executing of special events, writing mail appeals, and the like. I may also secure in-kind gifts for the school that will count toward my fundraising goal. There is no set amount of money that I must raise because I am making a good faith agreement to do my best to raise funds for the school.

7. I will attend at least six (6) regular board meetings every year and will be available for phone/email consultation. I will also attend an annual board retreat and adequate charter school governance and other applicable trainings.
8. I will serve on at least one board committee, attend those meetings as scheduled, and participate fully.
9. I will act in accordance to the East Bay Innovation Academy Board of Directors norms of interaction and will always act with the school's best interest in mind.
10. I understand that every other board member is trusting each other to carry out the above agreement to the best of our ability, each in our own way, with knowledge, approval, and support of all. I know that if I fail to act in good faith I must resign or will be asked to resign.

In turn, the East Bay Innovation Academy is responsible to me in a number of ways:

1. I will be sent, without request, regular student and school performance data and financial reports that allow me to meet the "prudent person" section of the law.
2. When appropriate and when in the context of board business, I can call the executive director to discuss programs and policies and the goals and objectives of the school.
3. Board members and the executive director will respond in a straightforward and thorough fashion to any questions that I may have that I feel are necessary to carry out my legal, educational, financial, and moral responsibilities to this organization.

Kate Doyle

June 16, 2016

Board Member Signature

Date

Kate Doyle

Printed Name

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Oakland, CA

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City

Zip

504-232-8638

Home Number

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