



East Bay Innovation Academy

Board Meeting

Date and Time

Tuesday August 16, 2016 at 8:00 PM PDT

Location

3400 Malcolm Avenue, Oakland, CA 94605

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 PM
Opening Items			
A. Record Attendance and Guests		Rochelle Benning	
B. Call the Meeting to Order		Rochelle Benning	
C. Approve Minutes	Approve Minutes	Rochelle Benning	
II. Academic Excellence			8:00 PM
Academic Excellence			
A. A. Schoolwide Priorities	Discuss	Devin Krugman	5 m
B. B. Lower School - Academics	Discuss	Zach Powers	5 m
C. C. Lower School - SEL, Culture and Climate	Discuss	Lansine Toure	5 m
D. D. Upper School - Launch Overview	Discuss	Joy Delizo Osborne	5 m
E. E. Intersession Overview	Discuss	Nicole Neumiller	5 m
F. F. Community Engagement and Enrollment	Discuss	Bonita Herrera	5 m

	Purpose	Presenter	Time
III. Board Expansion Committee			
Board Expansion Committee			
IV. Facility			
Facility			
8:30 PM			
A. A. Facility Update	Discuss	Devin Krugman	5 m
V. Finance			
Finance			
8:35 PM			
A. B. 16/17 Plan Update	Discuss	Michelle Cho	5 m
B. C. Unaudited Actuals	Vote	Michelle Cho	5 m
C. D. Development Update	Discuss	Devin Krugman	5 m
VI. Governance			
Governance			
VII. Other Business			
8:50 PM			
A. A. Common Enrollment Update	Vote	Rochelle Benning	5 m
B. B. Quality Schools Commitment	Vote	Rochelle Benning	5 m
VIII. Closing Items			
9:00 PM			
A. Adjourn Meeting	Vote		

Coversheet

A. Schoolwide Priorities

Section: II. Academic Excellence
Item: A. A. Schoolwide Priorities
Purpose: Discuss
Submitted by:
Related Material: August.BoardDeck.AcademicExcellence.pdf



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Schoolwide Priorities

Schoolwide Priorities

2015-2016 EBIA Scorecard Update

Category	15/16 Targets Achieved	Trending at
Academics	7/13 TBD - 11	54%
Engagement and Culture	13/21	62%
EBIA Team	6/6	100%
Finance, Operations and Development	6/9 TBD - 1	67%
Student Enrollment and Retention	6/8 TBD - 1	75%

Schoolwide Priorities

2015-2016 EBIA Scorecard Update

Category	Strengths	Growth Areas
Academics	Academic Growth Blended Learning Integration	Academic Proficiency Design Thinking Integration
Engagement and Culture	Safety Growth Mindset	Innovator Norms Care of Facilities
EBIA Team	PEP Goal Process Integration of SEL	Applicant Sourcing
Finance, Operations and Development	Balanced Budget Budget vs. Actuals	Development Shared Input in Spending
Student Enrollment and Retention	Student Retention Student Attendance	Applicants from Target Zip Codes

Academic Priorities

Mission

- To create classrooms that model rigorous, in-depth learning experiences and emphasize collaboration and peer support

Priority

- Improve upon the practice of PBL across all classrooms.
- Integrate the design thinking process into curriculum across all courses.
- Decrease the gap that exists in academic achievement across demographic groups.

Plan

- Focus professional development time on PBL and design thinking.
- Develop principles of practice for PBL at EBIA.
- Develop collaborative learning systems and procedures.
- Increase use of data analysis to track gap decrease over time.

Culture and Climate Priorities

Mission

- To create a school culture and climate wherein all students can authentically state that they and their peers live the innovator norms and understand their connection to college and career readiness.

Priority

- Improve upon the visibility of the innovator norms in daily practice.
- Create affirming, youth led leadership and collaboration opportunities.
- Ensure equitable access for all students to all school systems and support structures.

Plan

- Develop a peer leadership program that emphasizes collaboration.
- Continue to develop SEL focus on college and career readiness
- Redesign the PLP process to increase focus on priority areas.
- Clarify expectations for responses to student behavior and use of restorative practices.

Operational Priorities

Mission

- To create systems and processes that support long-term school growth and fiscal responsibility.

Priority

- Manage finances to support the growth of fiscal reserves.
- Increase recognition of EBIA as a leader in educational innovation.
- Build long-range plans that support operational growth.

Plan

- Reorganize resource allocation and spending to allow for shared input.
- Develop operations team communication and planning structures.
- Create a development strategy that supports operational need.
- Develop a long-range facilities plan.



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Lower School Academics

2016-2017 Professional Development Calendar

	2016					2017					
	August	September	October	November	December	January	February	March	April	May	June
Curricular Planning and Instructional Practice	Scope and Sequence (Course, GLT and Dept.)	Goal-Based Coaching, Project Development Support, Formal Evaluation w/ individual teachers									Reflect on the year Year 4 Planning
		Department or GLT Specific PD - Learning from student work to inform project design, scaffolding, and instructional decisions					Capstone Planning, Execution and Reflection				
Model Implementation (PBL, BL, DT)	PBL Re-Fresh: Best practices and new ideas from NTN + EBIA	PBL: Rigor, Authenticity + Scaffolding Collaboration	Integrate Design Thinking into PBL and SELRubric / Innovator Norms				Project Management and Self-Directed Learning Support	X-curricular project design	Student-Driven Learning environments	Reflect and revise the model	
			Project Management and Self-Directed Learning Support								
Equity, Community and Inclusion	Team-building and Culture Setting	Advisory: Integrate Innovator Norms into PLPs			Culturally Relevant and Responsive Teaching (Identity Based Conversations)			Reflection and revision of practices based on student work and student outcomes			
		ILT, Data Driven Instruction, and Differentiated scaffolding to reach underserved students (using DT cycle to guide improvement)									

Principles of Practice for PBL

Project Quality - NTN 6A's

Project Design - School-Wide shared Model, Tools, and Language

Rubrics - Shared across departments and grades

Engagement and Rigor - Increased use of authentic audience, community ties, and writing

Math - PBL + PrBL

Coaching Support - focused on PBL

Principles of Practice for PBL



NTN Project Quality Checklist

Elements to Include	Quality Assessment
<ul style="list-style-type: none"> <input type="checkbox"/> Driving question <input type="checkbox"/> Entry event, optional twists/additional memos, etc. <input type="checkbox"/> Rubric/s <input type="checkbox"/> Scaffolding of standards and outcomes <input type="checkbox"/> Project pathway*, with: <ul style="list-style-type: none"> ○ Benchmarks ○ Formative assessments ○ Opportunities for reflection and revision, including ways for students to monitor progress <input type="checkbox"/> Assessments of standards and outcomes <input type="checkbox"/> Final products*, including <ul style="list-style-type: none"> ○ Culminating product/s ○ Individual Assessment of Knowledge and Thinking and Written Communication (IAKT) ○ Presentation 	<p>Authenticity and Adult Connections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem/question/scenario/process can clearly be made meaningful to students <input type="checkbox"/> There's a clear "need to know" for both the project and the Individual Assessment of Knowledge and Thinking and Written Communication (IAKT) <input type="checkbox"/> Project products and the IAKT simulate the work of the discipline (i.e. what a scientist/historian/mathematician/etc. does) and/or address important disciplinary knowledge <p><i>At least ONE of the following*:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Entities or persons outside of the school will use the product of the student work <input type="checkbox"/> Students have multiple contacts with/work alongside outside expert adults <input type="checkbox"/> Students present and defend their work to a real and appropriate audience <input type="checkbox"/> Simulates "real world" activities, i.e. adults are likely to tackle the problem or questions addressed by the project/individual written assessment <p>Academic Rigor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project requires students to demonstrate learning derived from Common Core/standards/Learning Outcomes <input type="checkbox"/> Driving question is meaningful and clear and is derived from specific national, state, or district content standards and Learning Outcomes <input type="checkbox"/> Scaffolding addresses anticipated need to know and supports students in developing content understanding and Learning Outcome skills <input type="checkbox"/> Scaffolding is interactive, differentiated, promotes discourse, and/or uses models <input type="checkbox"/> Project pathway supports students in learning skills and meeting rigorous standards <p>Applied Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project requires students to apply new skills and knowledge toward realistic, complex task <input type="checkbox"/> Project/IAKT has several possible responses/solution methods <input type="checkbox"/> Students build self-, project-, and group-management skills (e.g. through logs, task sheets, work plans, prioritization, group contracts, etc.) <p>Active Exploration</p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to NTK's, students conduct research/inquiry into authentic, perhaps limited number of sources, including appropriate readings, provided by teacher. Inquiry might involve creating and experimenting with models in math and science. When appropriate, students conduct own, independent research <input type="checkbox"/> Students have the opportunity to make choices in regard to the direction of the project <p>Assessment Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have opportunities to revise work and reflect <input type="checkbox"/> Students have many opportunities for feedback on their progress from teachers, mentors, and peers <input type="checkbox"/> Assessments include evaluation of content standards and Learning Outcomes <input type="checkbox"/> Rubric/s incorporate/s thoughtfully chosen targeted skills from NTN Learning Outcome rubrics as well as indicators based on standards <input type="checkbox"/> Final product/s* demonstrate students' abilities to apply the knowledge and skills they have gained

*Items marked with an asterisk may look different in a Problem Based math classroom

© New Tech Network June 1st, 2013. Adapted from Steinberg's Real Learning, Real Work

Design Thinking Integration

Maker Lab Prototype

- Small and large groups
- Integrated into project work
- Tools + Materials +
Support



Project Design around authentic problems

Continued focus on **Innovator Norms**

Decreasing Achievement Gaps

- Apply design thinking principles to use of ILT time to develop best practices
- Connect ILT and project work whenever possible
- Increased use of formative assessment data to inform instructional practices



Created by Milky - Digital innovation
from Noun Project



Created by Creative Stall
from Noun Project



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Lower School Culture and Climate

Areas for Growth

Student Interactions

- **Target Area(s):** Emergence of Student Leaders, Zero Tolerance of Put-Downs, Equity and Connectedness of Student Groups
- **Response:** Student-led culture and climate programs

Attitude and Culture

- **Target Area(s):** Student Responsibility for Others' Behavior
- **Response:** Student-led culture and climate programs

Response to Behavior

- **Target Area(s):** consideration for student input
- **Response:** Student-led culture and climate programs

Students identifying with the Innovator Norms

- **Response:** Emphasis on innovator norms throughout Advisory/SEL

Advisory and PLP Reboot

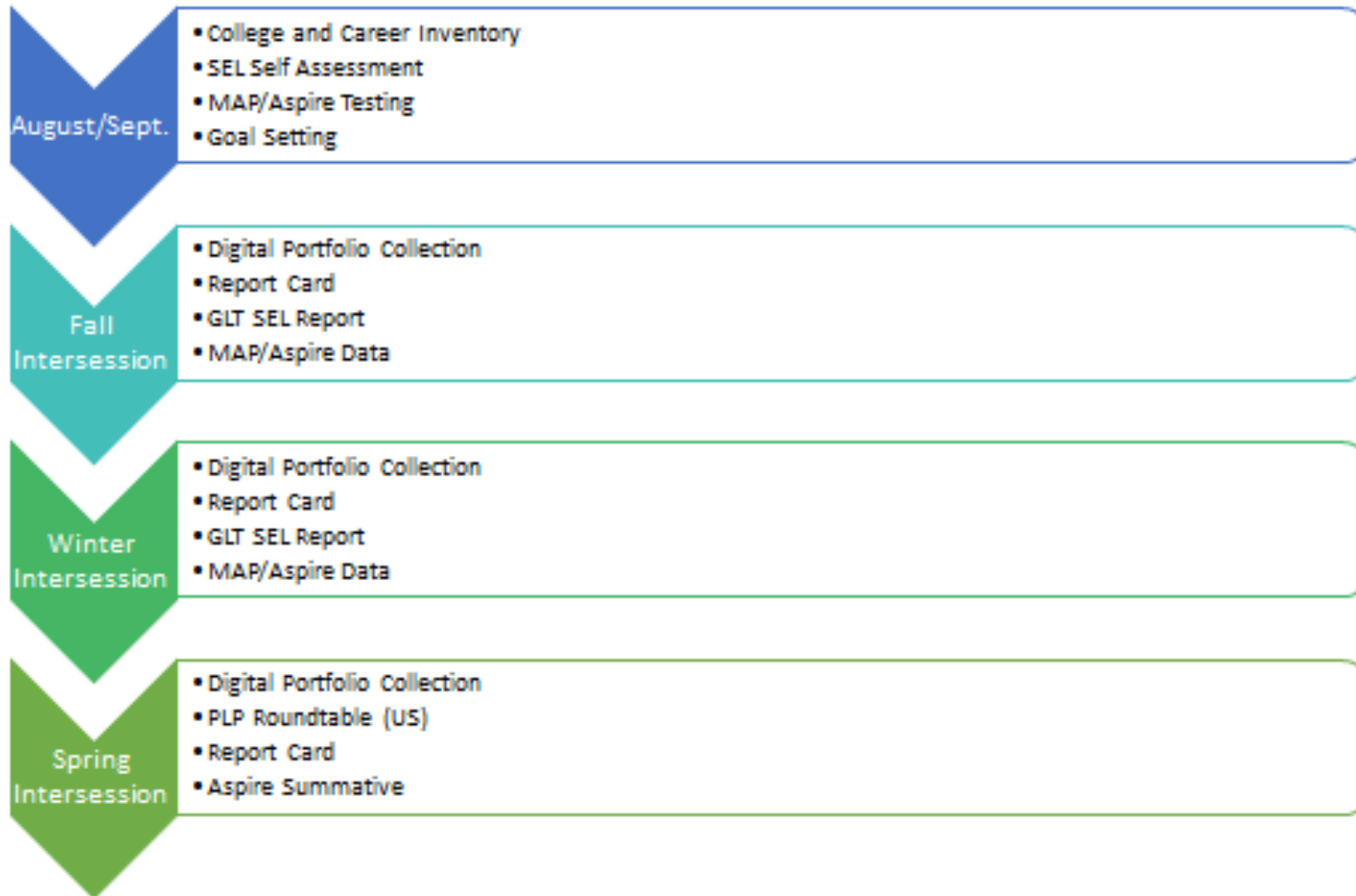
Advisory Peer Leadership Program

- Accountability
 - Innovator Norms
 - Grounds and Environment

PLP Reboot

- Assessments – SEHS, College and Career, MAP
- Achievement – Grades: Academics and SEL
- Digital Portfolio
- Scope of the Year

PLP Reboot



2016 - 2017 SEL Scope and Sequence

		2016					2017												
		August	September	October	November	December	January	February	March	April	May	June							
Grade 6	Essential Question: How can I balance my needs and my projects in order to have a successful first year at EBIA?	SEL Rubric Assessment	Responsible Decision Making: Advisory, School and Innovator Norms, Community Building and Positive Relationships		Intercession & PLPs	Relationship Skills and Self Management: Collaboration, Growth Mindset and Work Habits		Winter Recess	Social Awareness: Bullying, Empathy and Kindness		Intercession & PLPs	Social and self Awareness: Identity, Values, Career Goals		Intercession & PLPs	Awareness: Mental and Physical Awareness & Sex Education		State Testing	Personal Growth: Reflection, Goal-Setting, Identifying Strengths and Growth Areas	
	Grade 7		Essential Question: How can I build and sustain healthy relationships through communication?	Reconnecting & Teambuilding Self Management: Work Habits, Emotion and Impulse Control, Goal Setting		Social Awareness: Communication, Active listening, Restorative Practices, Empathy			Personal Care: Sex Education			Social Awareness: Collaboration, Group Dynamics			Healthy Relationships			Personal Growth: Reflection, Goal-Setting, Identifying Strengths and Growth Areas	
Grade 8	Essential Question: How can I be a leader in my community through my interactions with others?	SEL Rubric Assessment	Relationship Skills: Peer Leadership/Role Modeling, Conflict Resolution and communication		Intercession & PLPs	Social Awareness: Nutrition, Substance Abuse, Peer Pressure		Winter Recess	Personal Care: Managing Stress, Setting Goals		Intercession & PLPs	Self Awareness: Sex Education		Intercession & PLPs	Social Awareness: Sex Education & Relationships		State Testing	Personal Growth: Reflection, Goal-Setting, Identifying Strengths and Growth Areas	
	Grade 9		Essential Question: How can I prepare myself to academically and socially for high school and beyond?	Self-Management : Academic Literacy/Attention and Work Habits, Goal Setting Responsible Decision Making: School and Community Involvement		Self Awareness: Mindfulness, Physical and Emotional Needs, Sexual Education			Relationship Skills: Maintaining Positive Relationships, Sexual Education			Social and Self Awareness: Identity and Race			Responsible Decision Making: Peer Pressure and Ethics			Leadership	

Behavior Policy and PBIS Plans

- **Classroom management & best practices**
 - Teacher centered

- **Social Emotional Health Survey**
 - Dr. Michael Furlong, UC Santa Barbara
 - Universal screener for all EBIA students

- **Behavioral Interventions**

- **Kid Talk and consultancy model**



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Upper School – Launch Overview



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The Vision



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Personalization and Self-Direction

New Bell Schedule and ILT Model

M	
Advisory	8:30-9:00
FLEX	9:00-9:30
Period 1	9:30-10:15
Period 2	10:15-11:00
Period 3	11:00-11:45
Period 4	11:45-12:30
Lunch	12:30-1:00
Period 5	1:00-1:45
Period 6	1:45-2:30
ILT	2:30-4:00

ILT: Consistent time across the grade to allow for subject-specific workshops and for students to collaborate across courses. The teacher of record during ILT is the advisor, who works to help students develop skills of self-direction and to offers feedback on the development of growth mindset in each advisee.

T/Th	
Advisory	8:30-8:45
Period 1	8:45-10:30
Period 2	10:30-12:15
Clubs/SEL	12:15-1:00
Lunch	1:00-1:30
Period 3	1:30-3:15

W/F	
Advisory	8:30-9:00
Period 4	9:00-10:45
Period 5	10:45-12:30
Lunch	12:30-1:00
Period 6	1:00-2:45
ILT	2:45-4:00

US Grading Policy and Practices

- Upper School Grading Policy rethinks the categorization of assignments:

Categories [?] Weight Categories

Category	Weight	%
↕ Knowledge and Thinking	30	30.00%
↕ Collaboration	30	30.00%
↕ Oral Communication	30	30.00%
↕ Written Communication	10	10.00%

Grading Periods & Final Weights [?]

Period	Weight	%
⊙ SY 2016-17	100	100.00%
⊙ Trimester 1	30	30.00%
⊙ Trimester 2	30	30.00%
⊙ Trimester 3	30	30.00%
⊙ Capstone	10	10.00%

Final Grade Settings [?]

Differentiated Course Offerings

Advanced course offerings are available to all students at the EBIA Upper School beginning in 9th grade:

- Advanced Studies in Human Geography
- Computer Science II
- Integrated Advanced Studies in Environmental Science
- Geometry
- Integrated Spanish 2

Schoology- LMS

- Allows the creation of online course materials to be easily shared across sections and differentiated for integrated courses.
- Self-grading assessments allow teachers to spend more time on lesson and project design
- Due date and assignment transparency for advisors and parents
- Allows for the tracking of standards mastery as well as traditional grades



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Culture and Climate

Community Building and Engagement

Multiple Strategies for Building Community:

- Student Government with Advisory Representatives
- Weekly Grade Level Meetings
- Trimesterly Field Days/Advisory Competitions

Clubs and Sports

- Clubs period on Tuesdays provides students with the opportunity to follow their interests and develop leadership skills
- Our Multi-Sports Agreement with OAL allows EBIA students to compete on sports teams at their local Oakland high school.



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Academic Rigor

Interim Assessments

The ACT Aspire is the external assessment we will use to norm our understandings of student progress and growth.

Additionally, US faculty will create benchmark exams by course to measure student growth on key skills by discipline:

- English: Argument Analysis
- History: Document-Based Questions
- Science: Lab Analyses
- Math: Performance Tasks



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The Team

Final Upper School Teacher Roster

Teacher	Subject	Yrs. Of Experience
Christine Mandilag	Science	11
George Carvalho	Math	0
Tyler Levine-Hall	Department 42	5
Kelly Atkinson	Spanish	0
Megan Cook	English	3
Calvin Ye	History	5
Jeffrey Gordon	Computer Science	9
	Average Years of Experience:	5



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Interession

Intersession

Objective: Engage students in Innovator Norms and 4 Pillars beyond EBIA classrooms.

1. Increasing program sustainability for Lower School
2. Internship program focused on college and career readiness for Upper School

Lower School Overview

Overview of Lower School Intersession

- EBIA Changemakers, Fall: Be the change.

Community Service/Service Learning

- STEAMfest, Winter: Where curiosity meets perseverance.

Arts and Engineering, Design Thinking Process

- Back to the Wilderness, Spring: Innovation and Nature

SEL, Environmental Stewardship

Lower School Overview

Program Sustainability for Lower School

- Expanding existing partnerships
- Forming new partnerships and introducing new programs
- Lowering student to staff ratios
- Increasing transportation budget estimates

Upper School Overview

Program Overview

Three Project Tracks:

- Approved independent study: student arranged internships
- Social entrepreneurship programs: EBIA Startup Week
- Internships: connected with partner organizations

Upper School Overview

College and Career Readiness Focus

- Fall and winter sessions
- Job skills training with multiple project tracks
- Use design thinking process in job situations and real world problem solving in STEAM fields



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Community Engagement and Enrollment

Identified Areas of Growth

1. Increase in applicants from targeted demographic groups
2. Incorporating a wider range of outreach events

1. Increased Targeted Outreach

- Engaging Community and Building Relationships
- Targeting Charter Schools (both LS & US)
- Network with Family Coordinators
- Shared Philosophy Organizations
- Update Materials

2. Incorporate Events

- Tours and Information Sessions at US
- Increased Attendance in Community Events.
- EBIA Family Hosted Event

Coversheet

B. 16/17 Plan Update

Section: V. Finance
Item: A. B. 16/17 Plan Update
Purpose: Discuss
Submitted by:
Related Material: EBIA - 16-17 Current Forecast detail 2016.08.12.pdf
EBIA-Aug Financial Presentation-2016.08.12-mc (1).pdf

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Multiyear Budget Summary

	2016/17	2016/17	2016/17	2016/17
	Approved Budget	Current Forecast	Notes	Variance (Approved Budget vs. Current Forecast)
SUMMARY				
Revenue				
LCFF Entitlement	3,329,153	3,235,185		(93,968)
Federal Revenue	304,213	309,377		5,165
Other State Revenues	385,027	376,811		(8,217)
Local Revenues	38,318	33,498		(4,821)
Fundraising and Grants	503,500	722,180		218,680
Total Revenue	4,560,212	4,677,051		116,839
Expenses				
Compensation and Benefits	2,952,284	3,052,870		(100,586)
Books and Supplies	288,783	283,968		4,815
Services and Other Operating Expenditure	1,312,232	1,245,541		66,690
Depreciation	-	-		-
Total Expenses	4,553,299	4,582,379		(29,081)
Operating Income	6,913	94,671		
Fund Balance				
Beginning Balance (Unaudited)	417,368	466,869		49,501
Audit Adjustment	-	-		-
Beginning Balance (Audited)	417,368	466,869		49,501
Operating Income	6,913	94,671		87,758
Ending Fund Balance (including Depreciation)	424,281	561,540		137,259
Ending Fund Balance as a % of Expenses	9%	12%		3%
Capital Outlay	-	-		-

East Bay Innovation Academy

Multiyear Budget Summary

Detail	2016/17	2016/17	2016/17	2016/17
	Approved Budget	Current Forecast	Notes	Variance (Approved Budget vs. Current Forecast)
Enrollment Breakdown				
6	115	120	-	5
7	115	120	-	5
8	120	130	-	10
9	100	76	-	(24)
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
Enrollment Summary				
4-6	115	120	-	5
7-8	235	250	-	15
9-12	100	76	-	(24)
Total Enrolled	450	446	-	(4)
ADA %				
4-6	95%	95%	-	0%
7-8	95%	95%	-	0%
9-12	90%	90%	-	0%
Average	94%	94%	-	0%
ADA				
4-6	109.3	114.0	-	4.8
7-8	223.3	237.5	-	14.3
9-12	90.0	68.4	-	-21.6
Total ADA	422.5	419.9	-	-2.6
Demographic Information				
Prior Year				
ADA (P-2)	331.65	331.65	-	-
CALPADS Enrollment (for unduplicated % c	342	342	-	-
# Unduplicated Count (CALPADS)	57	57	-	-
# Free & Reduced Lunch (FRL) (CALPADS	48	48	-	-
# ELL (CALPADS)	17	17	-	-
Current Year				
CALPADS Enrollment (for unduplicated % c	450	446	-	(4)
# Unduplicated Count (CALPADS)	68	68	-	-
# Free & Reduced Lunch (FRL) (CALPADS	63	63	-	-
# ELL (CALPADS)	22	22	-	-
New Students	108	104	-	(4)
School Information				
FTE's	41	41	-	-
Teachers	22	22	-	-
Classrooms	-	-	-	-
New Teachers	-	-	-	-
New Classrooms	-	-	-	-
# of school days	180	180	-	-
School Status	Existing School - Exp	Existing School - Exp	If expanding, select the appropriate funding rate on In Exhibits.	
Inflation Rate	0	0	-	-

East Bay Innovation Academy

Multiyear Budget Summary

		2016/17	2016/17	2016/17	2016/17
		Approved Budget	Current Forecast	Notes	Variance (Approved Budget vs. Current Forecast)
LCFF Entitlement					
8011	Charter Schools LCFF - State Aid	2,381,258	2,285,900	Backfills State Aid	(95,357)
8012	Education Protection Account Entitlement	84,500	83,980	Greater of: \$200 per ADA or 25% of State Aid	(520)
8019	State Aid - Prior Years	-	-		-
8096	Charter Schools in Lieu of Property Taxes	863,396	865,305	In accordance with Local Property Tax of \$2060.74 per ADA	1,909
SUBTOTAL - LCFF Entitlement		3,329,153	3,235,185		(93,968)
8100 Federal Revenue					
8181	Special Education - Entitlement	42,750	42,750	\$125 per PY CBEDS Enrollment	-
8182	Special Education Reimbursement	227,471	227,471	Level 3 NPS reimbursed at 90% of cost	-
8220	Child Nutrition Programs	22,771	22,771	Estimated reimbursement at 50% of total Food Service Cost.	-
8291	Title I	10,356	15,521	16-17 preliminary allocation	5,165
8292	Title II	864	864	\$18 per Title I eligible student	-
SUBTOTAL - Federal Income		304,213	309,377		5,165
8381	Special Education - Entitlement (State)	202,694	200,649	\$503 per CY ADA	(2,045)
8382	Special Education Reimbursement (State)	21,600	21,600	80% of \$3K per service count. Ultimately it will be lesser of this estimate or the actual MH budget.	-
8520	Child Nutrition - State	911	911	Estimated reimbursement at 2% of total Food Service Cost.	-
8550	Mandated Cost Reimbursements	4,643	4,643	\$14 per PY ADA	-
8560	State Lottery Revenue	68,445	79,361	\$189 per ADA per SSC	10,916
8590	All Other State Revenue	76,943	69,647	\$210/ADA per Governor signed budget	(7,296)
8599	Selpa Admin Offset	9,791	-	Selpa Admin Offset	(9,791)
SUBTOTAL - Other State Income		385,027	376,811		(8,217)
8600 Other Local Revenue					
8634	Food Service Sales	16,000	16,000	Based on prior year	-
8660	Interest	1	1		-
8690	Other Local Revenue	2,318	2,297	\$5 per Students Total	(21)
8701	Oakland Measure N	20,000	15,200	Pending award; \$200 per grades 9-12 student for planning	(4,800)
SUBTOTAL - Local Revenues		38,318	33,498		(4,821)
8800 Donations/Fundraising					
8801	Donations - Parents	148,500	147,180	\$330 per Students Total	(1,320)
8802	Donations - Private	280,000	500,000	Silicon Valley Schools	220,000
8803	Fundraising	75,000	75,000	Includes Rogers, Quest	-
SUBTOTAL - Fundraising and Grants		503,500	722,180		218,680
TOTAL REVENUE		4,560,212	4,677,051		116,839

East Bay Innovation Academy

Multiyear Budget Summary

		2016/17	2016/17	2016/17	2016/17
		Approved Budget	Current Forecast	Notes	Variance (Approved Budget vs. Current Forecast)
EXPENSES					
Compensation & Benefits					
1000	Certificated Salaries				
1100	Teachers Salaries	1,290,755	1,361,068	21.5 FTE (4 each ELA, math, history, science, 2 coding, 1.5 Spanish; 1 art, 1 PE)	(70,314)
1103	Teacher - Substitute Pay	21,315	21,315	0.45 FTE	-
1111	Teacher - Bonus	41,854	41,854	per contract, board discretion	-
1148	Teacher - Special Ed	173,112	190,120	3 FTE, RSP	(17,008)
1150	Teacher - Summer School	12,000	12,000	0.1 FTE	-
1300	Certificated Supervisor & Administrator Salar	131,950	131,950	1 FTE, head of school	-
1311	Cert Admin - DESEL, Curr. Instr.	286,000	286,000	3 FTE, DESEL, 2 Curr. Instr.	-
1322	Cert Admin - Custom 2	25,131	25,131	per contract, board discretion	-
SUBTOTAL - Certificated Employees		1,982,117	2,069,439		(87,322)
2000	Classified Salaries				
2104	Classified - Custom 2	115,910	115,910	4.425 FTE (2 FT, 4 PT)	-
2105	Classified - Custom 3	42,504	42,504	1 FTE	-
2300	Classified Supervisor & Administrator Salarie	73,000	73,000	1 FTE, Director of Ops	-
2311	Classified Admin - Custom 1	4,974	4,974	0 FTE	-
2400	Classified Clerical & Office Salaries	73,797	73,797	2.5 FTE (2 Office Managers, 2 Supports)	-
2401	Classified Clerical & Office Salaries - Custorr	4,000	4,000	0 FTE	-
2402	Classified Clerical & Office Salaries - Custorr	65,000	65,000	1 FTE	-
2905	Other Classified - After School	33,600	33,600	1 FTE (Quest)	-
2928	Other Classified - Food	28,460	28,460	1.255 FTE (3 PT)	-
SUBTOTAL - Classified Employees		441,244	441,244		-
3000	Employee Benefits				
3100	STRS	258,534	269,519		(10,985)
3300	OASDI-Medicare-Alternative	58,334	59,600		(1,266)
3400	Health & Welfare Benefits	161,437	161,437		-
3500	Unemployment Insurance	24,652	24,768		(116)
3600	Workers Comp Insurance	25,968	26,864		(896)
SUBTOTAL - Employee Benefits		528,924	542,188		(13,264)

East Bay Innovation Academy

Multiyear Budget Summary

		2016/17	2016/17	2016/17	2016/17
		Approved Budget	Current Forecast	Notes	Variance (Approved Budget vs. Current Forecast)
4000	Books & Supplies				
4100	Approved Textbooks & Core Curricula Mater	12,150	12,042	\$27 per Student	108
4200	Books & Other Reference Materials	2,053	2,053	\$95 per Teacher	-
4300	Materials & Supplies	13,905	13,781	\$31 per Student	124
4320	Educational Software	64,800	64,224	\$144 per Student	576
4330	Office Supplies	22,097	21,901	\$49 per Student	196
4352	Quest (After School)	5,000	5,000		-
4400	Noncapitalized Equipment	15,122	15,122	Include Ubiquity hardware, routers (\$1K) and a new printer/copier (\$1K)	-
4410	Classroom Furniture, Equipment & Supplies	10,800	10,400	\$100 per New Student	400
4420	Computers (individual items less than \$5k)	92,100	88,689	\$400 per new student, plus 50% of 1st year computers replaced	3,411
4423	Staff Computers	4,944	4,944	6 machines, \$800 each	-
4430	Non Classroom Related Furniture, Equipmer	270	270		-
4710	Student Food Services	45,542	45,542	Assumes that 87% of total Food Service Cost is reimbursed	-
SUBTOTAL - Books and Supplies		288,783	283,968	-	4,815

East Bay Innovation Academy

Multiyear Budget Summary

		2016/17	2016/17	2016/17	2016/17
		Approved Budget	Current Forecast	Notes	Variance (Approved Budget vs. Current Forecast)
5000	Services & Other Operating Expenses				
5220	Travel and Lodging	1,800	1,800	-	-
5300	Dues & Memberships	7,551	7,551	-	-
5450	Insurance - Other	29,531	29,823	\$53 per Student	(292)
5515	Janitorial, Gardening Services & Supplies	97,416	97,416	Additional \$30K to account for 2nd site	-
5535	Utilities - All Utilities	78,750	78,050	\$175 per Student	700
5611	Prop 39 Related Costs	222,504	173,414	\$140,443 for Marshall, and \$32970.99 for Roosevelt. \$4.73/sq ft	49,090
5615	Repairs and Maintenance - Building	4,142	4,142	\$345 per Monthly Rate	-
5616	Repairs and Maintenance - Computers	16,263	16,263	-	-
5803	Accounting Fees	8,240	8,240	-	-
5809	Banking Fees	618	618	-	-
5810	Intersession	135,000	133,800	\$300 per Student	1,200
5812	Business Services	136,500	130,000	Flat Fee 16-17	6,500
5815	Consultants - Instructional	10,622	10,622	Oakland Parks and Rec for after school	-
5824	District Oversight Fees	33,292	32,352	1.0% of LCFF General Purpose Grant	940
5836	Fingerprinting	2,474	2,474	\$60 per FTE	-
5839	Fundraising Expenses	11,386	11,386	-	-
5843	Interest - Loans Less than 1 Year	8,309	-	-	8,309
5845	Legal Fees	55,000	55,000	\$4583 per Monthly Rate	-
5851	Marketing and Student Recruiting	1,112	1,071	\$10 per New Student	41
5857	Payroll Fees	3,090	3,090	\$258 per Monthly Rate	-
5860	Printing and Reproduction	185	185	-	-
5861	Prior Yr Exp (not accrued)	-	-	-	-
5863	Professional Development	25,405	25,405	\$3K x 5 people for BTSA	-
5866	SPED MH Day/NPS Services	252,745	252,745	Day Services at Phillips Academy; out of state NPS	-
5869	Special Education Contract Instructors	100,000	100,000	Includes \$50K flat for Dr. Franklin	-
5872	Special Education Encroachment	9,791	9,736	-	55
5875	Staff Recruiting	4,316	4,316	-	-
5881	Student Information System	12,206	12,206	-	-
5884	Substitutes	6,483	6,336	\$37 per Student	147
5887	Technology Services	14,800	14,800	x1.5 for 2nd site	-
5900	Communications	20,581	20,581	\$1715 per Monthly Rate	-
5905	Communications - Cell Phones	120	120	-	-
5915	Postage and Delivery	2,000	2,000	\$1804 per Monthly Rate	-
SUBTOTAL - Services & Other Operating Expenses		1,312,232	1,245,541	-	66,690

East Bay Innovation Academy

Multiyear Budget Summary

		2016/17	2016/17	2016/17	2016/17
		Approved Budget	Current Forecast	Notes	Variance (Approved Budget vs. Current Forecast)
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		4,553,299	4,582,379	-	(29,081)
Depreciation Calculation					
	Prior Year (Yr 0 or before) Depreciation Impa	-	-	-	-
	Forecasted Depreciation Impact (2016-17)	-	-	-	-
	2017/18	-	-	-	-
	2018/19	-	-	-	-
	2019/20	-	-	-	-
	2020/21	-	-	-	-
	2021/22	-	-	-	-
6900	Total Depreciation (includes Prior Years)	-	-	-	-
TOTAL EXPENSES including Depreciation		4,553,299	4,582,379	-	(29,081)

East Bay Innovation Academy

Overview of 16-17



August 16, 2016

Michelle Cho

Financial Presentation Agenda



- Closing Fiscal Year 15-16
- Summer Update
- 16-17 Budget Update

1. Closing Fiscal Year 15-16

Fiscal Year 15-16 Ended June 30

Unaudited Actuals Due in September



- Revenues and Expenses incurred up to June 30 will be booked to 15-16
 - Books remained open until July 31 for apportionments and invoices expected over summer
 - Remaining known items will be accrued – tracked on the balance sheet
- Unaudited Actuals due to the district in early September
- Audit activities in the fall
- Audited Actuals due to State in December

2. Summer Update

Submitted Reports and Passed Deadlines



- 15-16 Title cash report submitted (July 31st deadline)
- 16-17 budget submitted to OUSD (June 30th deadline)
- 16-17 Consolidated Application for Title I & II Funding (June 30th deadline)
- Pupil Estimates for New or Significantly Expanding Charters (PENSEC) submitted to CDE, for all grades
 - Submitted ADA : 90 for 9th grade
 - This information will be used by CDE to determine special advance apportionments of LCFF funding
 - In September, 20 day report will be submitted with actual ADA

3. 2016-17 Budget Update

California State Budget Signed June 27

Revenue projections slightly below May Revise



May Revise LCFF Implementation Projection			
	FY 2017	FY 2018	FY 2019
Implementation % Towards Goal	54.84%	73.96%	41.22%
Rate / ADA	7,880	8,201	8,559

Signed CA State Budget			
	FY 2016	FY 2017	FY 2018
Implementation % Towards Goal	54.18%	72.99%	40.36%
Rate / ADA	7,705	8,068	8,268

FY17 One (more) -Time Discretionary Funds



- The State Budget approved an additional \$1.28 billion in one-time discretionary funds
- These funds will be based on 2015-16 P-2 ADA (331.65)
- This translates to approximately \$210/ADA or \$70K in one-time additional funding *only* for 2016-17
 - At May Revise: \$232/ADA

FY17 Enrollment Projection Changes



Grade	Approved Budget	Current Forecast
6	115	120
7	115	120
8	120	130
9	100	76
Total	450	446

- Lower grade enrollment increased; 9th still enrolling
- ADA 419.9 assuming 95% attendance rate in grades 6-8 and 90% in 9th (422.5 in approved budget)
- Decrease in enrollment projections and state budget changes suggest **-\$94K** change in LCFF funds

Additional Changes to 16-17 Current Forecast



- Revenues
 - Title 16-17 preliminary allocation: **+\$5K**
 - Other changes due to rate adj, ADA forecast, accounting: **-\$14K**
 - Local rev: recognizing additional **\$220K** of SVS grant in 16-17
- Compensation and benefits: **+\$100K** from approved budget
 - Agreement with union
- Services: **-\$67K** from approved budget
 - Including actual contract estimates for:
 - Roosevelt campus FUA (**-\$49K**)
 - Edtec (**-\$6.5K**)
- Other ADA driven changes: **-\$5K**
- More updates to follow in Sept.

16-17 Current Forecast Summary



- Revenues expected to be \$4.7M
- Expenses expected to be \$4.6M
- Expected operating income of \$95K

		2016/17	2016/17
		Approved Budget	Current Forecast
SUMMARY			
Revenue			
	LCFF Entitlement	3,329,153	3,235,185
	Federal Revenue	304,213	309,377
	Other State Revenues	385,027	376,811
	Local Revenues	38,318	33,498
	Fundraising and Grants	503,500	722,180
	Total Revenue	4,560,212	4,677,051
Expenses			
	Compensation and Benefits	2,952,284	3,052,870
	Books and Supplies	288,783	283,968
	Services and Other Operating Expenditure	1,312,232	1,245,541
	Depreciation	-	-
	Total Expenses	4,553,299	4,582,379
	Operating Income	6,913	94,671

Coversheet

A. Common Enrollment Update

Section: VII. Other Business
Item: A. A. Common Enrollment Update
Purpose: Vote
Submitted by:
Related Material: Charter Enrollment System Overview for Boards 7.18.pdf
Charter Enrollment System Overview 7.1.16 (1).pdf

Charter Enrollment System Overview

July 2016

Table of Contents

What We're Trying to Accomplish	4 - 5
System Overview	
- Governance	7
- The Common Application	8 - 10
- Timeline	11
- Marketing	12
- Data Sharing	13 - 14
Contacts	16

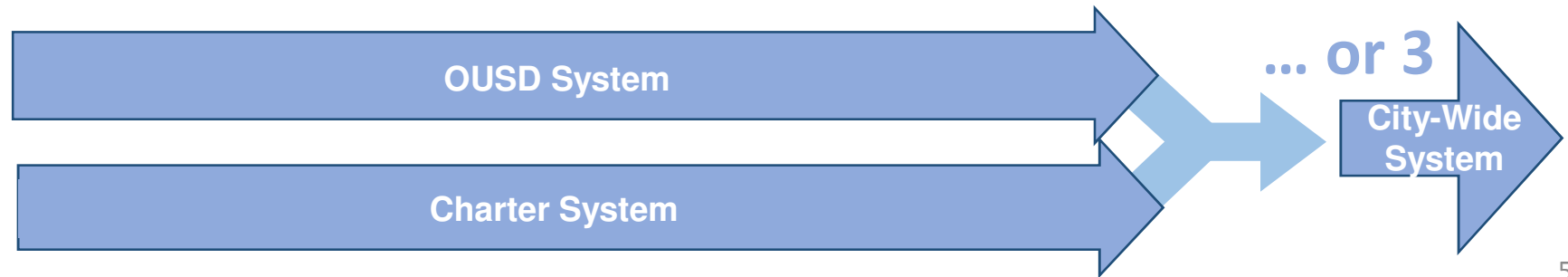
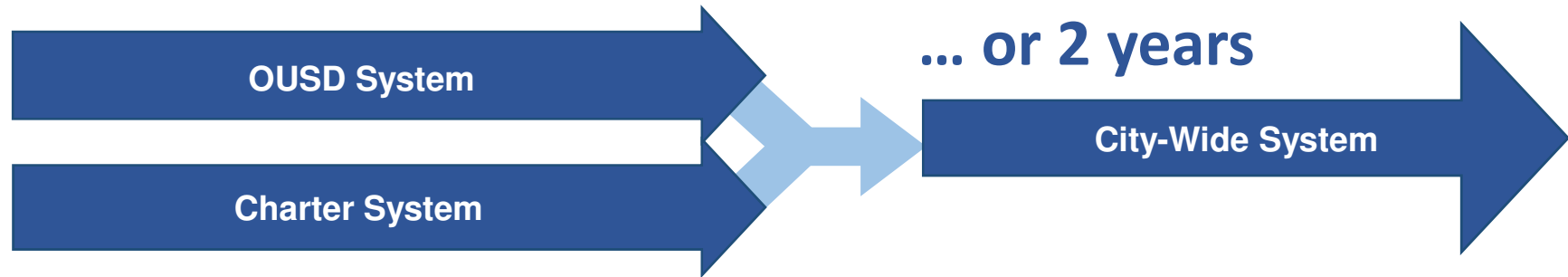
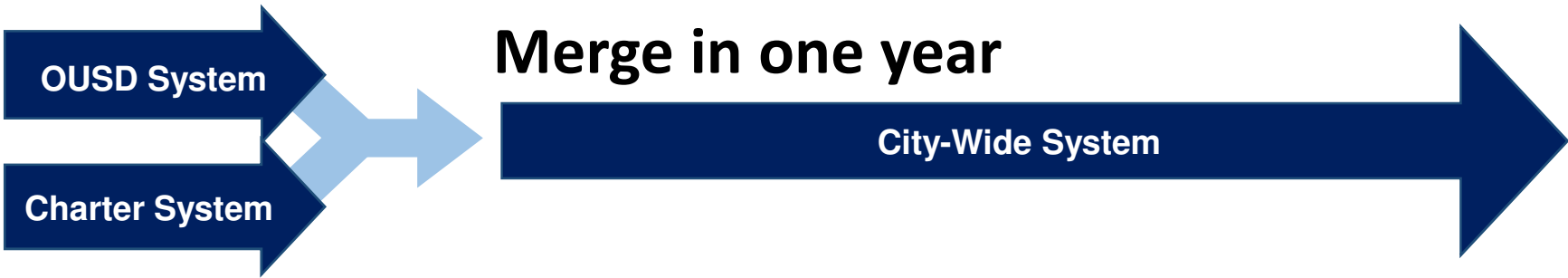
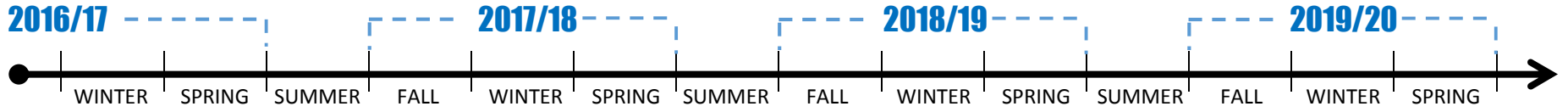
What Are We Trying to Accomplish?

Trying to Create.....

A City-wide, Charter-only Enrollment System for 2017/18 SY, which could feature:

- ✓ **One timeline** for charter schools
- ✓ **One application** for charter schools
- ✓ **Shared data on enrollments**
- ✓ **Joint recruiting & marketing** initiatives, including targeted outreach to transitioning students
- ✓ **Coordination** on mid-year entries and transfers

Two-System Phase Can Last As Long As Needed



Charter Enrollment System Overview

Governance Structure

Three independent teams will be jointly responsible for governing the shared system:

- 1** ***Charter Enrollment Council*** – one council seat will be allocated to each participating school/campus. The Council will meet roughly twice per year to provide feedback and guidance to the Board.
- 2** ***Charter Enrollment Board*** – 5-8 leaders who will provide frequent and direct guidance to the Executive Director (ED).
- 3** ***Charter Enrollment ED and Operations Team*** – the ED and his/her team will report directly to the Board and will be housed at Oakland Families for Quality Schools (OFQS).

Online, Paper & Phone-In Applications

ONLINE



- Application offered via web (internet) and smart phone app
- URL and app information widely publicized (goal → maximize online applications)
- Parent/guardian goes through enrollment application “wizard”, providing information in a safe, dynamic, and responsive environment

PAPER



- Paper applications will be available at each participating school
- Paper applications may be submitted at any participating school or at the central charter enrollment office (exact location TBD)
- Each school will have the following options –
 1. Do the data-entry for each paper application submitted at your school (training and certification required)
 2. Forward all submitted paper applications to central team for data-entry

PHONE-IN

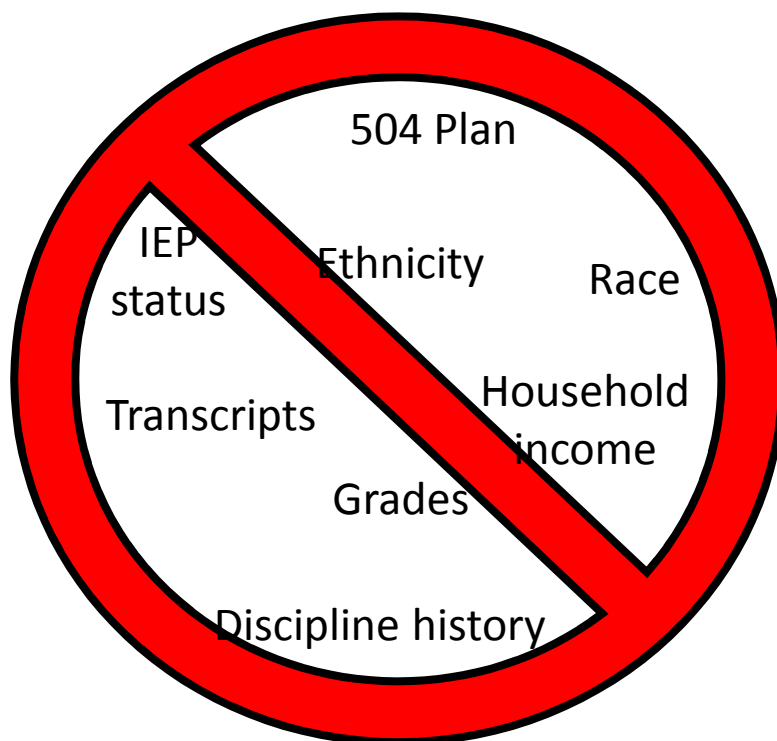


- Toll-free phone number available for anyone to call-in and verbally submit their information
- Number will be staffed centrally

What Information Will We Capture on Our Application?

The only data parents/guardians will be asked to provide is information that will allow each school to:

- A) properly identify the applicant, and
- B) properly prioritize the applicant for the purposes of each school's lottery



Will We Ask Families to Rank Their Choices?

Preferences:

- #1. *School B*
- #2. *School C*
- #3. *School D*

YES. Here's why:

- 1) Participating CMOs with multiple campuses need this data, as it provides them necessary information to assign students to their most-preferred campus
- 2) Asking parents to rank their options will encourage them to put forth more thought into their choices, and potentially minimize the number of parents who “over-apply” (i.e. selecting all schools)
- 3) Because charter leaders and staff are interested in moving to a combined lottery system in subsequent years, it is necessary to have ranking data this year so that different student assignment algorithms may be fully tested for efficacy

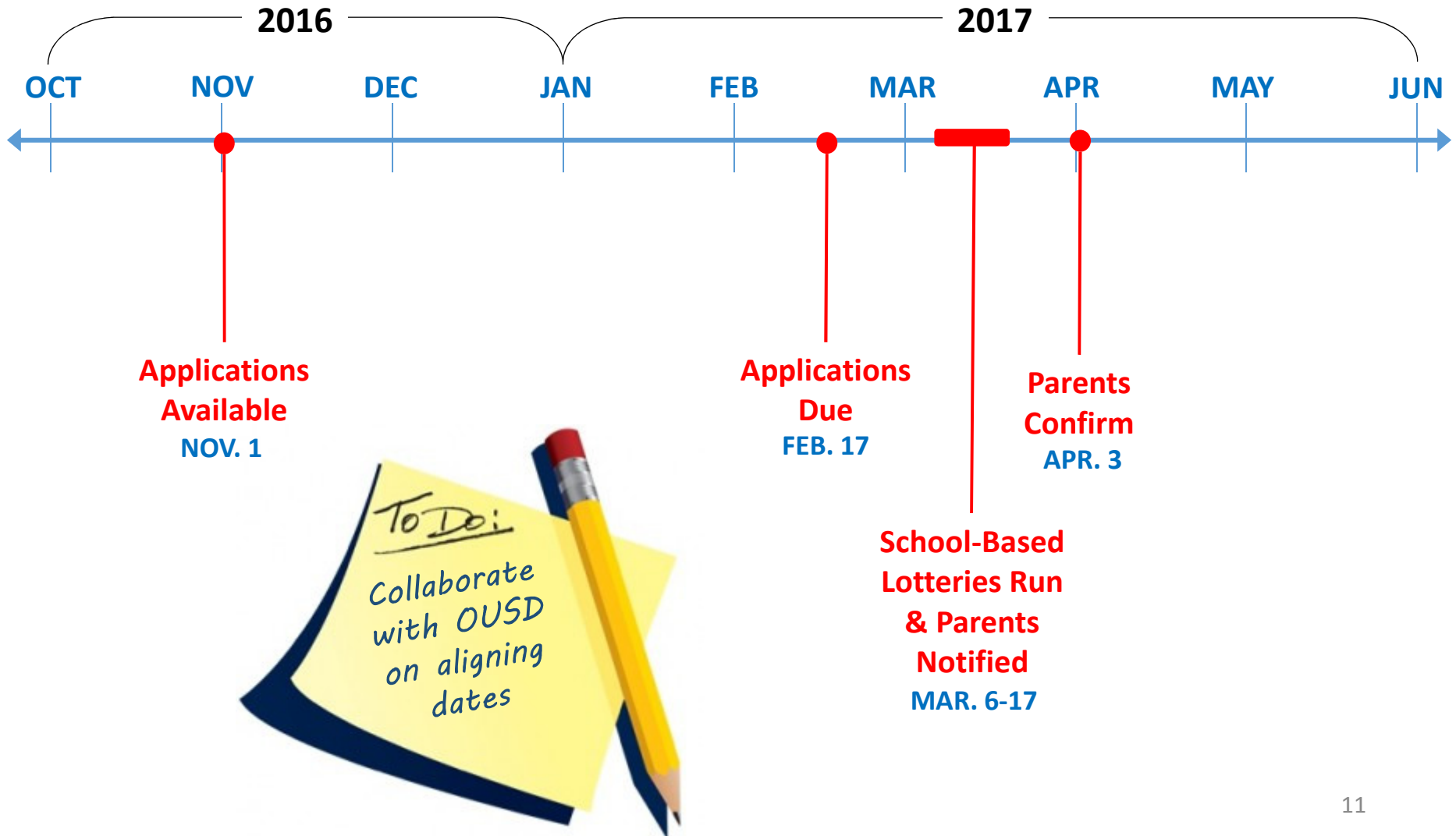
To Eliminate Parent Confusion:



Applications will clearly communicate that school rankings will not influence which school(s) their child will get in to, and that this information is being collected solely for informational purposes this year.

10

Master Timeline



Marketing Initiatives

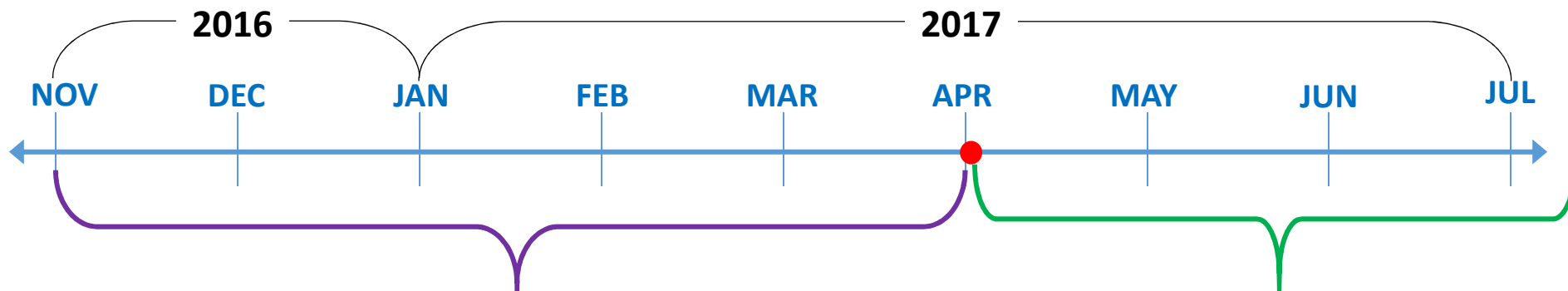
1. Comprehensive advertising campaign
 - ✓ Social media
 - ✓ Billboards
 - ✓ Unpaid media, etc.
2. Proactive outreach to “transitioning” students
 - ✓ Supports and training provided to those closest to these students (e.g., preschools, 5th grade teachers, 8th grade counselors, etc.)
3. Charter school joint open house event (details TBD)



Other ideas to explore further:

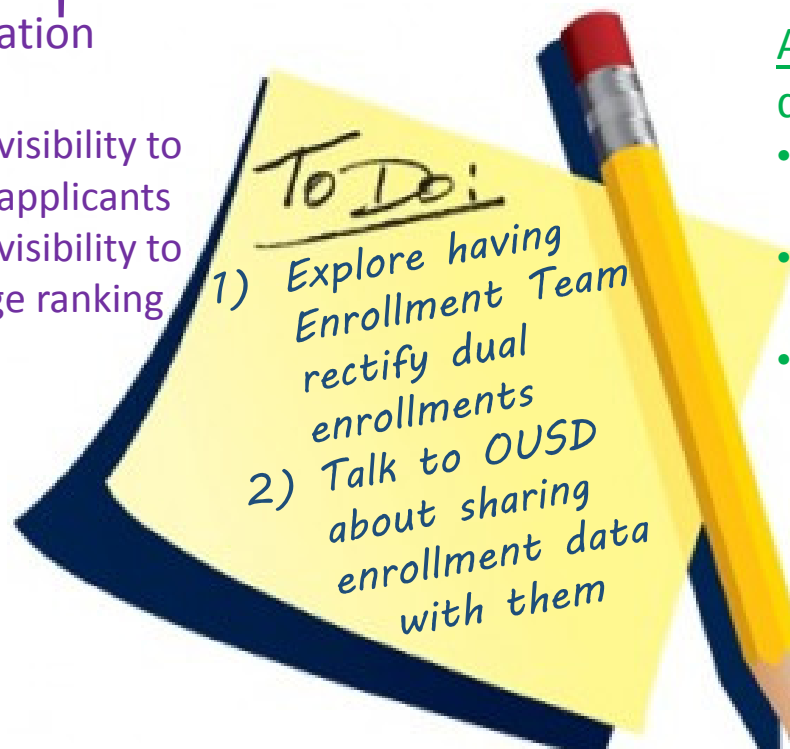
Charter school expo or fair, production of a video, and procurement of mobile or “pop-up” information stations

What Data Will Be Shared Between Schools?



Prior to parent confirmation date (November – March)

- Each school has visibility to only their list of applicants
- Each school has visibility to only their average ranking



After parent confirmation date (April – August)

- Each school has visibility to only their list of applicants
- Each school has visibility to only their average ranking
- Via SchoolMint, each school is able to view the number of students currently confirmed at their school and also confirmed at another participating school

How Will the Shared Data Be Used?

What Will the Enrollment Team Do with Applicant Data

(i.e. which students have applied to which schools)?

- Names and information of applicants will be shared only with the school(s) to which the student has applied
- Applicant information will never be shared with schools to which the student did not apply, nor with OUSD

What Will the Enrollment Team Do with School Ranking Data

(i.e. how high or low applicants rank each school)?

- Each school's average ranking information will be shared only with that school
- Each participating school may share their school's ranking information with whomever they choose

Charter Enrollment System Contacts

Key Contacts



Kate Nicol, Oakland Families for Quality Schools
(and Vincent Academy)

kate@oaklandfamilies.org

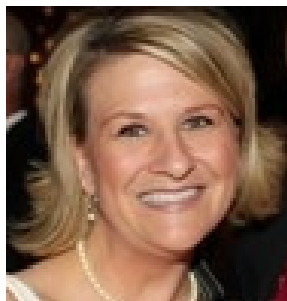
(510) 772-9601



Hae-Sin Thomas, Education for Change

hthomas@efcps.net

(510) 759-1331



Shannon Fitzgerald, Enrollment Consultant

shannon.r.fitzgerald@outlook.com

(303) 590-4033



Summary of Oakland's Charter Enrollment System: Enrollments for the 2017/18 School Year

July 1, 2016

GOVERNANCE

How will the charter enrollment system be governed?

Three independent teams will be jointly responsible for governing the shared system:

- 1) Charter Enrollment Council – one council seat will be allocated to each participating school/campus. The Council will meet roughly twice per year to provide feedback and guidance to the Board.
- 2) Charter Enrollment Board – 5-8 leaders who will provide frequent and direct guidance to the Executive Director (ED).
- 3) Charter Enrollment ED and Operations Team – the ED and his/her team will report directly to the Board and will be housed at Oakland Families for Quality Schools (OFQS).

THE COMMON APPLICATION

How will parents be able to apply to the charter school(s) of their choosing?

Applications for enrollment will be available to parents in three ways:

- 1) Online application – via home computer, laptop, tablet, or smart phone (utilizing SchoolMint technology)
- 2) Paper application
- 3) Phone-in application – phone number will be available for parents to phone-in applications, if absolutely necessary

What information will be captured on the common application?

Participating charter leaders and staff agree that the only information parents/guardians should be asked to provide is information that will allow each school to A) properly identify the applicant, and B) properly prioritize the applicant for the purposes of each school's lottery (as defined by each school's board policy). As such, no questions will be asked on the common application relative to previous grades/transcripts, race/ethnicity, IEP status, socio-economic status, discipline history, 504 plan, etc.

Will families be asked to rank the schools they are applying to?

- Yes. Participating charter leaders and staff agree that parents should rank their charter school choices for the following reasons:
- Participating CMOs with multiple campuses need this data, as it provides them necessary information to assign students to their most-preferred campus
 - It is believed that asking parents to rank their options will encourage them to put forth more thought into their choices, and potentially minimize the number of parents who "over-apply" (i.e. selecting all schools)
 - Because charter leaders and staff are interested in moving to a combined lottery system in subsequent years, it is necessary to have ranking data this year so that different student assignment algorithms may be fully tested for efficacy

Please note that applications will clearly communicate to parents that their school rankings will not influence which school(s) their child will get in to, and that this information is being collected solely for informational purposes this year.

How will paper applications be collected and processed?

Although parents will be highly encouraged to apply using their smart phone or computer, paper applications will also be made available at all participating schools. Paper applications may be submitted at any participating school or at the central charter enrollment office (exact location TBD). Each school may elect to do one of the following:

- 1) Utilize their school staff to enter the data for each application received at their school (training and certification for school-based data-entry staff will be required), OR
- 2) Forward all collected paper applications to the Enrollment Team for data-entry

TIMELINE

What will the charter enrollment system timeline be?

- Applications made available to families → November 1, 2016
- Applications due → February 17, 2017
- Lotteries run → March 6 – 15, 2017
- Notifications given to parents by schools (call/email/text/letter) → Any time between March 6 and March 17, 2017
- Confirmations-to-enroll due to schools from parents → April 3, 2017

MARKETING

Which joint marketing initiatives will be pursued?

Leveraging help from external organizations (e.g., PR firm), the Enrollment Team will conduct the following marketing and outreach:

- Advertising campaign, including social media, billboards, unpaid media, etc.
- Proactive outreach to “transitioning” students, with supports and training provided to those closest to these students (e.g., preschools, 5th grade teachers, 8th grade counselors, etc.)
- Charter school joint open house event (details TBD)

Other marketing projects that will be further explored for viability include a charter school expo or fair, production of a video, and procurement of mobile or “pop-up” information stations.

DATA SHARING

What data will my school see relative to applications and demand?

Each participating school will have real-time visibility to a list of their applicants and macro-level ranking information (e.g. “4 students have ranked your school 1st, 10 students have ranked your school 2nd, 2 students have ranked your school 3rd...”) as soon as the application window has opened.

Additionally, after the parent confirmation due date (April 3, 2017), schools will have line-of-sight to the numbers of students on their rosters and waitlists who have enrolled at other participating schools. This information should be helpful for staffing and planning purposes and support will be provided by the Enrollment Team to minimize these numbers over time (i.e. calls made to parents to determine which school they truly plan to have their child attend).

How will applicant and demand data be used external to the common system?

While each participating school may share their own applicant number and ranking information with any person or organization they choose, the Enrollment Team will not share this information with anyone other than the affected school(s).

SCHOOL SPECIFICS

How much should my school expect to pay to participate in the common system?

For the first year or two of the common system (i.e. enrollments affecting the 2017/18 school year), philanthropic support from Educate78 will cover all costs associated with the combined charter enrollment system, including but not limited to:

- Technology costs associated with implementation of common online application
- Technology costs associated with implementation of school-based automated lotteries
- Technology costs associated with implementation of school-based roster and waitlist management
- Marketing costs associated with adequately promoting the new system and conducting outreach to families
- Operational costs associated with hiring and supporting the ED and his/her staff
- Operational costs associated with producing and processing paper applications
- Operational costs associated with providing world-class support to parents and participating schools
- Project management costs associated with successful implementation

What does my school need to do to confirm that we will be participating?

Please complete the “Letter of Intent to Participate” form and email it to Shannon Fitzgerald (shannon.r.fitzgerald@outlook.com) no later than July 15, 2016.

Who should I contact with questions about the system and/or my school’s participation?

Kate Nicol	OFQS and Vincent Academy	kate@oaklandfamilies.org	(510) 772-9601
Hae-Sin Thomas	Education for Change	hthomas@efcps.net	(510) 759-1331
Shannon Fitzgerald	Educate78 – Contractor	shannon.r.fitzgerald@outlook.com	(303) 590-4033

Coversheet

B. Quality Schools Commitment

Section: VII. Other Business
Item: B. B. Quality Schools Commitment
Purpose: Vote
Submitted by:
Related Material: Quality Community Schools Commitments 2016.pdf



OFFICE OF CHARTER SCHOOLS

Date: August 16th, 2016

RE: Quality Community Schools Commitments

We, East Bay Innovation Academy, hereby agree to the Quality Schools Commitments.

X _____

Print Name: _____, Board President Date

X _____

Print Name: _____, School/CMO Leader Date

The Charter School petitioners have agreed to the following terms and conditions:

Quality Community Schools Commitments		
Upon Approval	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><u>Unified Enrollment</u> The Charter School commits to participation in creating a unified recruitment and enrollment process* that ensures equitable access to educational opportunities for all students of all demographic backgrounds and academic abilities.</p> <p>The Charter School will align enrollment timelines with Oakland Unified School District enrollment deadlines (i.e. application and enrollment packet submission dates) to the degree possible, taking into consideration Prop. 39 facilities requests timelines.</p> <p>The Charter School commits to establishing recruitment and enrollment strategies that will support achieving a student demographic that is aligned to the demographics of Oakland.</p> <p>*At this time, Oakland Unified School District does not have a unified enrollment system, but should Oakland Unified School District adopt one, the expectation would be that the Charter School fully participate in the design of such a system prior to OUSD adoption.</p>
Upon Approval	<input type="checkbox"/> <input type="checkbox"/>	<p><u>Special Education</u> Given the shared commitment of district-run and district-authorized charter schools to serve all students of all demographic backgrounds and academic abilities, the Charter School will partner with Oakland Unified School District to ensure that all families are aware of, and able to, access enrollment and a Free and Appropriate Public Education at the Charter School.</p> <p>The Charter School commits to targeted recruitment of students with severe disabilities, as described in the accompanying FAQ document, with the goal of more closely reflecting the percentage of Oakland Unified School District’s severe special education population, which is 1.98% of total enrollment.</p>
Upon Approval	<input type="checkbox"/> <input type="checkbox"/>	<p><u>Expulsion</u> The Charter School will provide advanced notification (in alignment with parent notification) of expulsion hearings to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District representative may attend. The District representative will sign an acknowledgement of compliance with FERPA prior to attending any hearing.</p> <p>The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or authenticated written transcript, of the hearing. All documentation needs to be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion.</p>

Definition of Terms

“**Severe**”: including, but not limited to, a primary disability of autism (if on the severe end of the spectrum), moderate/severe intellectual disabilities, deaf, blind, emotional disturbance, and multiple disabilities.

“**Partner**”: participation in Equity Pledge sponsored engagement activities related to Special Education.