EAST BAY INNOVATION ACADEMY

East Bay Innovation Academy
SELF-STUDY REPORT

EBIA Upper School

3800 Mountain Blvd.
Oakland, CA 94619

EBIA Lower School

3400 Malcolm Avenue.
Oakland, CA 94605

Oakland Unified School District

October 12-14, 2020

ACS WASC/CDE Focus on Learning Accreditation Manual,
2018 Edition (2019-2020 SY Visits)

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Preface

Welcome to East Bay Innovation Academy! We are very excited to share the results of our self-study with you. This process was a first for many of us, and we found the process to be both fruitful and eye-opening. We invite you to learn about our diverse, urban community and the ways in which we are bringing a new vision of education to life! And after you review the report and visit with us, we look forward to hearing how we, as a young community, can improve and serve our students better. Innovation is who we are and what we do.

Our WASC self-study process was not as linear as we had hoped. We began preparing in fall 2018, as we were gearing up for our charter renewal. But after the charter renewal, we made less progress than planned through October 2019 as we shifted our focus to internal needs, reorganizing to adjust to staff and leadership transitions. As challenging as that time was, we pulled through as a stronger team, and in hindsight, we appreciate that we grew tremendously as individuals and as an organization. These events, in turn, informed the WASC process, as the stakeholders reflected on our mission, strengths, weaknesses, and desired outcomes.

Given the short timeframe, the Principals and the Executive Director relied heavily on online resources and prior experience at other schools to engage the staff, students, and parents in reflections. We were pleased to find alignment across all groups on our first Schoolwide Learning Outcomes (SLOs), which are rooted in the Mission, Goals, and EBIA's Common Rubric. It was especially poignant to articulate the SLOs as we reflected on our first graduating class' journey and supported them through the college application process: 91% of our graduating seniors were admitted to two- or four-year post-secondary institutions and 82% were admitted to four-year universities We are thrilled with their post-secondary plans; many received full scholarships to highly competitive colleges and universities, and the remaining scholars will be attending a diverse group of local and regional 2- and 4-year institutions. Their success speaks not only to the amazing young women and men who were pioneering first students of EBIA, but also to our team and our model's ability to deliver our theory of action.

In addition to the home and focus group discussions, the stakeholders participated in data collection via Google Forms and Panorama surveys. We also relied on NWEA test results as well as publicly-available SBAC data. Focus groups were formed over the summer and after the leadership transitions, we resumed earnest review and analysis of our data and program during staff meetings. Using Google docs, staff were given the "pen" to write, edit, propose evidence, and insert comments. We also used fall and winter Intersession Professional Development time to evaluate the effectiveness of our program. At year-end, we revisited the self-study to add reflections on COVID-19 distance learning. The leadership team summarized the discussions and prioritized two major needs and developed a schoolwide plan. The staff reconvened to offer feedback. Once the draft was near completion, it was shared with board members, parents, and a smaller group of staff for final reflections and edits.

Your generosity of time and talent towards our self-study is much appreciated. During your visit, please feel free to let any of us know how we can be of assistance.

Chapter I: Progress Report

As a public charter school in its seventh year, East Bay Innovation Academy (EBIA) is completing its first full self-study and visit. EBIA opened its doors in the fall of 2014 with 6th and 7th grade students and has added a new grade each year resulting in significant school-wide and curricular developments. Below describes the major changes since our initial self-study and visit in 2016.

- Enrollment: growth, new grades, and change in demographics
- Facilities: Medium-term home for upper school, Prop 51 grant award for permanent home
- Staffing: Site-based and district leadership team, more expertise in-house
- Curriculum: AP Capstone, Linked Learning Pathway
- Assessment: Common rubric and alignment, Echo platform
- Professional Development: Data-informed PD/AP training
- College/Career readiness: building infrastructure
- Culture and Climate: Lower School sports, Restorative Justice (RJ) practices, Traditions (student-led celebrations/advisory competitions/clubs)

Enrollment has tripled since the inception of EBIA in 2014.
Since opening in 2014, EBIA has added a grade each year and student enrollment has almost tripled from 210 to 620 in seven years.. While we saw explosive demand for Lower School as demonstrated by waitlists at entry grade (6th) each year, Upper School has enrolled less than capacity each year. Based on feedback from families and staff (?) we believe the driving factors for the slower growth at Upper School are the following:

- Oakland Unified School District (OUSD) has not offered a facility that would encompass both our entire program (both Lower and Upper Schools) through Prop 39. For 2016-2017, Lower School was offered the same 3400 Malcolm Ave site which is maxed out with grades 6-8, and Upper School was offered the basement of a middle school on the opposite end of Oakland (more than 8 miles away) by OUSD through the Prop 39 process. Many families whose children went through EBIA Lower School indicated that the primary reason for not continuing with EBIA for grades 9-12 was the facility and/or its location.
- Our small scale was often cited as another reason for families not enrolling at EBIA Upper School. Sports are a good example of the type of experience and amenities that our small scale does not enable. With a class of less than 100 at each grade, it is both physically and financially impossible to offer a full array of sports. In order to nurture the talent and the will of student athletes, EBIA has entered into an MOU with OUSD district to allow EBIA students to join sports teams at the school that would be their neighborhood school. Unfortunately, this did not seem to be an attractive option to many student athletes. Not being able to provide a broad array of courses is another example of a limitation at a smaller high school. Due to scale, we only offer one language other than English and a limited number of electives, as compared to a 1700 student high school nearby.
- Finally, at the time, we had no outcomes (college acceptances) to demonstrate to the families the effectiveness of the program. This has changed now that we graduated the first class.

Student Enrollment and Projections by Grade Level

	6th	7th	8th	9th	10th	11th	12th	Total
14-15	135	75						210
15-16	118	134	97					349
16-17	121	120	132	64				437
17-18	120	118	118	80	50			486
18-19	116	124	124	90	70	45		569
19-20	135	120	110	80	80	61	34	620
20-21	120	120	120	90	70	70	60	650
21-22	120	120	120	120	60	60	60	680

In the 2019-20 school year, EBIA graduated our first class, composed mostly of those that started in the founding 7th-grade class. 91% of the class were admitted to two- or four-year post-secondary institutions and 82% were admitted to four-year universities. Acceptance letters have been received from University of Chicago, Pomona College, University of Texas at Austin, University of Michigan, Washington University in St. Louis, University of Colorado Boulder, Cal Poly Pomona, Mills College, Holy Names University, University of California (Los Angeles, Davis, San Diego, Santa Barbara) and a range of CSUs. Collectively, our 34 graduates were awarded over $1.4 million dollars of merit aid and grants. We hope this success will boost enrollment at Upper School in the future, as families see that we offer a competitive, viable, and academically rigorous high school option in Oakland.

Increasing Diversity at EBIA

EBIA is “Diverse by Design” serving students from every zip code in Oakland. We hold true to our 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.”

Since our inception, EBIA has increasingly served more high-need students. The percentage of our students qualifying for free or reduced lunch more than doubled since 2014, from 14% to 31% of the student population. We have also almost doubled the percentage of our students with IEPs since 2014, from 8% in 2014 to a high of 17% in 2018 and 14.5% in 2019. We attribute this to our recruitment practices,word of mouth, and student-centered approach. For instance in 2017, EBIA modified its lottery preferences to allocate greater weight to Oakland residents, as well as to families that reside in the public elementary school area that our two campuses are physically located in (East Oakland). We believe this contributed materially to the increase in percentage of students qualifying for free and reduced lunch in recent years. At our charter renewal in 2018, OUSD board commended us on our progress in increasing diversity, noting they were initially expecting us to largely serve the more affluent families in Oakland.

The two areas we feel we need to grow in are making our community more accessible to English Language Learners and to Arabic-speaking families. The feedback we have received in the past

from families relate to our location being far from where they live and work. While transportation may continue to be a challenge, we are exploring ways to increase outreach to them.

Progress towards stable, more permanent home

EBIA is currently located on two campuses, one for the Lower School (grades 6-8) and one for the Upper School (grades 9-12). As our program expanded into grades 9-12, OUSD did not offer a single site to house our entire program, which was the original vision. Our Lower School is situated at an Oakland Unified School District (OUSD) campus secured through Prop 39. Our Upper School has opted out of Prop 39 since the last visit and leased the Golden Gate Academy, a private, former Seventh-Day Adventist school. The current campuses are a ten-minute drive from one another, as opposed to the 30-minute across-town drive between Lower School and the former Upper School location at OUSD's Roosevelt Middle School. Families reported that this makes the Upper School a more viable option. The Golden Gate Academy is a serene school oasis in urban Oakland and the students enjoy having the entire campus. Furthermore, EBIA has a part-time lease with Holy Names University, next door to the Golden Gate Academy, which allows our high school students access to collegiate lab space.

In 2018, EBIA was awarded $15 million through Prop 51. This grant provides funds for construction and school improvements for the 6-12 grade program at the current Lower School (Prop 39) site. EBIA has been working on securing a long-term lease from OUSD to move onto the construction phase of the project so the Lower and Upper Schools can be physically united.

Site and district staff growth to support enrollment growth

EBIA's leadership and staff structure have evolved since the last WASC visit to bring greater stability, alignment and support to staff, students and families at both sites. {See the Organizational chart here} EBIA is a cohesive program with an Executive Director overseeing the whole program with expertise in finance, operations, facilities, and business management. The leadership team also includes administrators who oversee aspects of the District and both Lower and Upper Schools to reinforce alignment. These positions include Director of Student Support Services, Director of Operations, Director of College and Career Readiness, and Director of Community Engagement and Student Data. Due to our small scale, our leadership team also steps in to cover any gaps in service delivery. Our Lower and Upper Schools each have a Dean of Students overseeing culture and climate, and a Principal with expertise in grade-specific curriculum and instruction. Since the last visit, we have also brought in a couple of functions that were previously outsourced, including psych/counseling services and business services.

EBIA attracts teacher-leaders who implement new initiatives and empower our students. All teachers hold a Commission on Teacher Credentialing certificate, permit, or other documents equivalent to that which a teacher in traditional public schools would be required to hold. A majority of our teachers hold a Master's Degree in their subject area or in education. We particularly seek out teachers with an "entrepreneurial mindset" and who are flexible, experienced in teaching urban populations, and have experience using new and innovative educational technology tools and are comfortable analyzing student data. Below is a list of teacher-initiated activities since 2016:

- Implemented a Collective Bargaining Agreement creating East Bay Innovation Teachers Association (ETA) - We are one of only two public charter schools in Oakland (out of 33)that have a teachers' union.

- Professional Development is guided by teacher input
- Teachers hold themselves to the same Innovator Norms implemented with our students
- Teacher initiated a feedback loop when they entered one another's classroom. Including schoolwide shoutouts/kudos and constructive observations.
- Student clubs and activities: Gay Spectrum Alliance, award-winning drumline, basketball, soccer, ultimate frisbee, robotics team, yearly musical, student government, yearbook, theatre, and dance

We are especially thrilled that our staff mirror the racial/ethnic diversity of our students. Almost every student sub-group is represented in the leadership team and overall, 25% of our staff are African-American, 19% are Hispanic, 13% Asian/Pacific Islander, and 42% White. We are also proud to have both male and female educators inspiring our students at each grade level.

EBIA is not immune to the teacher shortage, which impacts the Bay Area disproportionately due to the high cost of living. It is increasingly difficult to recruit teachers, especially in STEAM areas, and almost impossible to find a replacement if mid-year vacancies occur. To protect our students' learning as much as possible, we are trying a multi-pronged approach to staffing, as discussed more in detail in Chapter III, Section A.

Innovative curriculum for Upper School
Now that EBIA is serving grades 6 through 12, we have a fully developed curricular program. In 2018, EBIA became the only Oakland high school to offer the College Board's AP Capstone Diploma program. This development reflects our commitment to rigor and our mission to prepare our students not only for college acceptance, but also to thrive in college and beyond. Through its requirements of AP Seminar, AP Research, and successful testing of 4 AP course exams, the diploma program equips students with the know-how and grit for lifelong learning. EBIA has also created a Computer Science Linked Learning pathway in our Upper School. Details about EBIA's curriculum is located in Chapter III, Section B.

Assessing our unique model through customized common rubrics
One of the most significant developments since the last WASC visit is the development of a common rubrics for assessment, across subjects and across all grade levels. The rubrics are unique to EBIA and were designed to assess student progress along EBIA's learning pillars: agency, collaboration, oral communication, written communication, and content knowledge. To support its implementation, we have transitioned to a new learning management software called Echo, which is designed by New Tech Network to support Project-based Learning. Details about the developments in assessment will be provided in Chapter III, Section D.

Investing in talent development
Since the last WASC visit, Professional Development (PD) has evolved in three significant ways:

- **New staff orientation in summer**. We have a week set apart to assist our new staff to learn the EBIA ways. We have optimized this time so that the new staff are ready to join all-staff PD when returning staff arrive. We provide an array of introductions to our instructional and social-emotional models, as well as our many systems. Feedback has been positive, especially from teachers who have experienced little to-no-PD at other districts/schools.

- **Data mining to understand proficiency and growth data**. Through Intersession PD and staff meetings, we engage our staff in analyzing our outcomes as measured by several instruments and and to support sub-groups in need of intervention. For instance, the staff have explored ways to better serve our EL, IEP, trauma-inflicted students at the most recent Intersession PD.
- **Alignment by discipline.** With the addition of 12th grade this year, we are now transitioning from creating to refining and aligning scope and sequence across two campuses. This process is also informed by AP training in each discipline as we consider how to prepare our students for AP and college success within the learning pillars of the EBIA model.

EBIA students going to college

In 2018, EBIA hired a Director of College and Career Readiness to build the support infrastructure for our Upper Students as they prepare for college and beyond. In the last year-and-a-half under the Director's leadership, we have built effective systems of counseling, exploration, preparation, and presentation to set our students up for success in college applications and career exploration. We are thrilled with the outcomes for our founding class, many of whom are enrolled in their college of choice.

EBIA students and staff creating traditions

Since the last WASC visit, we have invested intentionally to build traditions and improve our school climate and culture:

- Student celebrations: Student of the Month, Phoenix Games, First Fridays
- Staff celebrations: Phoenix Award, Winter Potluck, shout-outs
- Dean of Students at both sites. Their work included redesigning and improving upon school systems (morning meetings, student de-escalation, classroom routines, and discipline procedures, etc) and coaching and supporting individual teachers and teacher teams.
- Multi-tiered support for culture and climate. We are implementing Tier I (SEL lesson development, advisory program oversight, behavior tracking, etc), Tier II (student check-ins, community service, technology use management, etc.) and Tier III (student mediations, School Support Team (SST) meetings, and restorative justice circles) interventions.
- Model restorative practices across staff relationships and personal practice. We provide staff with Mindfulness training and have a designated mediation escalation pathway when conflict occurs amongst staff.
- Increased the number of extracurricular activities initiated by teachers and students, including an expanded sports program at the Lower School to field boys and girls teams for soccer, basketball, football and volleyball. We have fielded robotics and science olympiad teams in regional competitions. The spring musical tradition continues at lower school, involving students as performers, directors, and tech crew.
- Developed and implemented shared SEL and advisory programs that emphasize restorative practice, such as the schedule articulated below:
    - Mindful Monday - Students reflect on academic and behavioral data and staff feedback from the prior week and set goals for themselves.
    - Newsday Tuesday - Students watch current events news clips, discuss the event or topics impact on their community and how they positively engage.

- Wednesday SEL - During extended advisory time, students engaged with a social emotional learning lesson designed by High Resolves, which is focused on the categories of identity and purpose, just society, social progress, and their better self.
- First Friday - monthly student-led gathering at Upper School.

Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.

As a charter school with a limited number of administrators and staff responsible for meeting all the requirements of both a District and school site, EBIA ensures our goals are clear and that strategic plans -- WASC, LCAP, and charter -- are aligned. This allows us to use human, financial, and physical resources effectively. Plans are monitored and regularly updated based on our most current student achievement and local metrics. EBIA engages our stakeholders (the board, students, parents, administrators, and teachers) and consults them in the decision-making process. Upon completion of our first full self-study, EBIA plans to examine and update our LCAP's goals, identified needs, and actions/services based on the findings. While we have clear goals and monitor our plans, we look forward to the outcomes of this deep dive. We want to identify the areas where we can improve and build upon and the area where we are doing well. One specific way we hope to improve in the next cycle is developing a cadence to infuse regular monitoring throughout the school year and building ample time for gathering input from all stakeholders.

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.

Critical Area for Follow-Up	Action Taken
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources ● Many initiatives in planning, not fully implemented. Writing was prospective, not reflective ● Goals/purpose doesn't appear to have been discussed or studied with current staff; lack buy-in from staff and students simply bc they haven't been the focus of meetings and other activities	2019-20 is EBIA's first year serving 6th through 12th grades and as such, the founders' vision for EBIA has largely come to life. We are not, however, yet at full-scale, and we've also experienced some staff turnover over the years. We are in the midst of pivoting from creating and hiring to refining initiatives and nurturing the staff to deepen their understanding and commitment to EBIA's mission and goal. In response to the feedback from the Initial Visit as well as some organizational changes, EBIA has simplified the articulation and dissemination of its goals, purpose, mission, and vision around the common rubric. Through its daily use in every class and every grade, the students, parents, and teachers are speaking the same language and reaching for the same goals. Our schoolwide learner outcomes reflect this intentional alignment. The alignment and buy-in was evident as we

● Board members did not attend the previous visit ● No board member or budget to review	transitioned to distance learning in response to the pandemic -- staff and students persevered through technology challenges, designed and redesigned until we found a bell schedule that worked for all, and continued to value teamwork and rigor through Shelter-In-Place. Our Executive Director collaborated with the Chair of our visiting committee to develop an agenda for the full-visit in April, and again for a virtual visit in October. Interactions with all stakeholders, including the board members, have been arranged and all documentation, including budget information, will be available for review.
● The school does not rely on formal results (SBAC, NWEA) ● Results from SBAC, ACT, Achieve 3000 not thoroughly examined	EBIA's teachers and leadership spend significant time analyzing and evaluating student achievement data to make adjustments for individual students, subject areas, professional development, and specific teachers/classes. Students also take ownership of their own achievement data. It is discussed in advisory, with their mentors, and families in the student-led conferences. EBIA uses SBAC and MAP (NWEA) data to identify achievement gaps for our sub-groups. Once identified, we have focused PD to prioritize intervention strategies for any gaps for sub-groups.
● Upper School: separation poses challenges to staff	The previous location for our Upper School was on a shared OUSD campus. The site was a 30-minute drive from our Lower School campus, creating several logistical challenges. It was also difficult to build school culture while sharing a campus with another high school. In 2017-2018, EBIA secured a private facility for our Upper School, a 10-minute drive from our Lower School. Its close proximity, as well as having some staff transition from Lower School to Upper School allowed for stronger ties and alignment to take root. We also spend every PD time together and gather regularly as a whole team. EBIA is still searching for a single-site facility to house both of our schools. We were also awarded Prop 51 funds ($15 million) in 2018 to renovate the OUSD school we are leasing for Lower School and build new construction on that site to house our Upper School program.
● Class sizes an issue	This is an idea we still want to explore at Lower School;

	Upper School class sizes tend to be smaller. We placed instructional aides in classrooms to support the students and teachers, but this solution may not have as much impact as having fewer students per section. From a resource perspective, this is not feasible within our budget at the moment without modifying the Bell Schedule. We did pilot smaller classes in 6th grade in 2019-20, but did not observe noticeable impact. We are adopting a lecture-discussion format in 2020-21 -- a combination of big and small groups to balance scale and student needs. We also recognize that one of the challenges of larger class size is classroom management. Under the leadership of our Deans, we have built norms and practices to equip our staff and students to focus on their learning, first and foremost.
● There are several administrators --- more than adequate for a size of school?	As a direct-funded LEA, EBIA is both a school and a district. In essence, both school administrators and district staff are on-site. As such, we feel we are actually leanly staffed to meet the daily needs of running two school sites as well as meet the compliance needs as a district. The demands of the district, in particular, remain, regardless of enrollment. Many administrators wear several hats that would be equivalent to whole departments at the district level. An interesting anecdote we heard as we contemplated how to re-open in the midst of the pandemic illustrates the issue. While the local school district had more than 100 people in the central office working on the reopening plan; at EBIA, it was a single-digit team of school leadership charting a similar course, discerning the best course of action for our local community.
Category B: Curriculum ● No data table in the report, assessment results. Are teachers looking at granulated data to inform immediate action?	Yes, EBIA has always reviewed granulated data to inform immediate actions even though the initial report did not include assessment reports. In the Curriculum and Instruction categories, we will go into detail and demonstrate how assessments results feed into our decision making process.
● It wasn't clear how rigorous Intersessions were	Intersessions are meant to be introductions to different enrichment disciplines at Lower School, exposing students to ideas and experience outside of the classroom walls. At EBIA, we believe enrichment

	enhances and deepens academic learning. As our Upper School came to life, Intersession has evolved to be a vehicle for college and career readiness. Our Upper School students were provided opportunities to participate in internships at local organizations and employers and also received test prep, college planning, and writing workshops as part of Intersession.
● Students indicated that Personalized Learning Plans (PLP) are not helpful -- they didn't refer back to it. But surveys were helpful to give feedback	We believe students grow in appreciation for the PLP process as they continue their journey through EBIA. At Lower School, PLPs may be perceived as yet another assignment. But over time, we believe the impact of the trajectory and practice of setting goals, reflecting and evaluating outcomes increases. And when our students start their careers, they will approach their first self-evaluation with tools equipped to recognize their strengths and identify areas of growth. PLPs also provide high value to parents, who have the opportunity to gain insight into their student's perspective.
Category C: ● Group work was not as evident as advertised - - AP Geography - but evidence of completed projects were all over campus	EBIA implements Project-Based Learning (PBL), which is different from projects or group work in the classroom. The differences in the two listed below explain why evidence was present all over the campus. **PBL**: •Projects are the curriculum • Instruction is guided by student-identified "Need-to-Knows" •Teacher serves as designer, guide, and facilitator •Guided by benchmarks •Has differentiated scaffolding opportunities – skills and content **Traditional Group Work or Project in the classroom:** •Projects serve as "dessert" at the end of a unit •Instruction is guided by textbook, pacing guide, or teacher-generated plan •Teacher serves as "holder of knowledge" •Primary focus is on content
● PD appeared unorganized or incoherent.	Our professional development opportunities are created around the following inputs: ● Analysis of student achievement data—overall and subgroup results ● Climate and Culture data

	● Teacher and staff suggestions/requests ● Program wide initiatives, i.e. Linked Learning ● Response to what is happening at the state and federal levels ● Response to what is happening locally ● Teacher experience levels ● Identified needs by administrators EBIA also provides targeted PD for AP or other new curriculum, PBL planning for Capstone, and meeting the needs of special populations. These happen outside of Intersession PD.
Category E ● No parents available.	Parents will be available during the WASC visit in October.
● No evidence of identifying and providing interventions	EBIA has a fully implemented Response to Intervention (RtI) program. We intentionally start the RtI process early during the onboarding process in 6th grade. We use our Coordination of Services Team (COST) and Student Success Teams (SST) to ensure we provide early intervention and support.

Chapter II: Student/Community Profile and Supporting Data and Findings

*"*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."

THE HISTORY AND BACKGROUND OF THE SCHOOL

East Bay Innovation Academy (EBIA) is a public charter school located in Oakland, CA, founded by Oakland families and educators who wanted to rethink how schools are run and structured to better reflect the needs of a 21st-century world. We serve grades 6-12, embrace Project-Based Learning (PBL) as a vehicle for learning, and focus on Science, Technology, Engineering, Arts, and Math. We opened our doors in 2014, with 210 6th and 7th graders. Under the leadership of Devin Krugman, an administrator most recently from the NYC Department of Education, and a deeply engaged Board of Directors, EBIA built an innovative program of learning and quickly became a vibrant public middle school option in Oakland.

Now in our seventh year of operation, we serve 620 students and celebrated our first graduating class this summer. Our student body comes from every zip code in Oakland and matches the demographics of the city as a whole: 30% Latinx, 26% White, 23% African American, 14% Mixed Race, 5% Asian, and 2% Other. EBIA hopes to play a pivotal role in the greater Oakland community by leveraging the prominent Bay Area tech sector as inspiration, work-based learning partners, and future employers, while working to close the wealth gap through solid preparation of our diverse student body.

Student Demographics						
Population %	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Hispanic	23%	25%	30%	31%	29%	30%
African-American	15%	15%	16%	18%	20%	23%
White	37%	36%	34%	30%	29%	26%
Asian	9%	6%	6%	5%	6%	5%
Two or More Races	16%	15%	14%	15%	14%	14%
Other	0%	3%	0%	1%	2%	2%
Free/Reduced Lunch	14%	16%	21%	26%	25%	31%
English Language Learners	3%	5%	4%	6%	5%	6%
Students with	8%	11%	13%	15%	17%	14.5%

Disabilities						

EBIA strives to be an inclusive and supportive community serving a truly diverse background of students representing the racial, religious, and cultural demographics in Oakland. We seek to ensure all students feel comfortable, safe, and included at our school, including English learners, students with disabilities, gender non-confirming, and LGBTQ-identified students. EBIA has created quality programs and additional educational opportunities that are currently not readily accessible to the majority of Oakland students. Parents regularly report that EBIA has either kept them in the Oakland public school system or brought them back into the public school system by offering a unique, dynamic, and challenging public school option. We continue to receive at least twice as many applicants than the spots we have open for 6th grade.

We have an extraordinary team of teachers, administrators, and support staff passionate about and committed to meeting the needs of our increasingly diverse students. We are fortunate to have had a number of our first year staff stay through the first charter term and into the second term. Some have built entire departments from scratch, and others have started as teachers and have become administrators. We are also fortunate to have a number of Lower School teachers choose to transition to our Upper School, providing stability and continuity and enabling greater alignment across campuses and a natural extension of EBIA's spirit of innovation. We are also fortunate to have had successful recruitments from out-of-state, as well as from different settings: district, private, charter management organizations. We did experience attrition and staff turnover towards the end of our first charter term, particularly at the Lower School, which was hard on system building and team culture. We are grateful to be rebuilding stronger, and we have great hopes to retain and develop our talent. We are happy to report extremely high retention from 2019-20 to 2020-21.

As mentioned in chapter I, we are especially thrilled that our staff "look like" our students. Almost every student sub-group is represented in the leadership team and as a whole, 25% of our staff are African-American, 19% are Hispanic, 13% Asian/Pacific Islander, and 42% White. We are also proud to have male and female educators inspiring our students at each grade level.

Our teachers' experience ranges from newly graduated interns to almost 20 years of teaching. The range allows for exchange of wisdom/experience and new perspective/energy. At EBIA, teachers are open and generous in sharing best practices and offering support to each other, embodying and modeling collaboration for students.

Across both sites, we have 30 teachers, 4 education specialists, 1 psychologist, 1 counselor, 2 office managers, and 4 para-educators. We also have the School Leadership Team, consisting of 5 site-based administrators (1 Principal and 1 Dean of Students at each site, and 1 Assistant Director of Instruction and Assessment) and 5 district-level administrators (1 Executive Director, 1 Director of Operations, 1 Director of Community Engagement and Student Data, 1 Director of College and Career Readiness, and 1 Director of Student Support Services).

EBIA currently has a Lower School Campus and an Upper School Campus. In January 2018, EBIA was awarded Prop 51 funds for school renovations or construction. {See the Prop 51 details here} In order to start rehab or construction, we must first obtain a long-term lease from OUSD. We are working with OUSD to come to an agreement.

Schoolwide Learner Outcomes

As part of the self-study, the schoolwide learner outcomes were developed by a group of teachers, administrators, parents, and students and are aligned to the mission of the school. They are reviewed and revised by stakeholders as needed.

Innovation and Design

EBIA students use their minds to:

- Think critically and problem-solve creatively.
- Apply new skills to real-world situations.
- Reflect on the learning process and iterate solutions.

Collaboration and Communication

EBIA students use a variety of skills to:

- Engage in individual and collaborative projects and problem-based learning.
- Effectively communicate ideas both orally and written.
- Recognize, appreciate, and engage with diverse points of view.

Agency

EBIA students take ownership of their learning and embrace a growth mindset to:

- Seek challenges and feedback.
- Actively participate and grow from setbacks.
- Monitor and adjust individual roles to positively influence the ups and downs of the classroom/home community.

A DESCRIPTION OF THE SCHOOL PROGRAMS

EBIA offers a powerful and progressive option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond. The pillars of EBIA are Blended Learning, Social-Emotional Learning, Project-Based Learning, and Innovation and Design. {This visual of how the 4 pillars work together at EBIA}.

When students join our program, they become Innovators and Design Thinkers, we do not believe in passive learning. EBIA uses Project-Based Learning (PBL) to prepare our students for real life experiences and application. We use blended learning which allows EBIA's students to take ownership and personalize their learning. It allows teachers to differentiate and scaffold instruction so ALL students can achieve and learn in a heterogeneous classroom/program. Our fourth pillar is a focus on Social-Emotional Learning (SEL). Students need the skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making to take ownership of their learning and live in an interconnected world. EBIA believes that the development of student's social and emotional skills are as important to their future success and happiness as their academic skills. Graduates will need both sets of skills to truly thrive in college and in the world. SEL skills are woven into almost every aspect of life at EBIA using both a student-centered and environment-focused approach. These skills are referred to as our Innovator Norms and include: perseverance, curiosity, kindness, respect, conscientiousness, and leadership. {Click here for more details}

EBIA is on a trimester calendar and hosts a week of Intersession three times a year (Fall, Winter, and Spring). It is designed as an opportunity for students to engage in hands-on learning with partner organizations while teachers are engaged in professional development. {See details on Lower School Intersession here.} Upper School's intersession is aligned with our Computer Science and Design Innovation Linked Learning Pathway. {See details here}

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

To tie all of our programs together, EBIA uses a common rubric for each grade level and subject area for research, writing, use of text, communication, and collaboration, based on the work from the New Tech Network, Summit Public Schools, and the Stanford Center for Assessment, Learning, and Equity (SCALE). The common rubrics are organized into the categories of oral communication, written communication, agency, collaboration and knowledge and thinking. They align to the Common Core State Standards, Next Generation Science STandards and C3 Framework. The common rubric provides cohesion, clarity, and consistency for our students and staff. {See Lower School Common Rubric and Upper School Common Rubric}

Our model is based upon the following core elements:

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

DIVERSE BY DESIGN: INTEGRATED CLASSROOMS & A HETEROGENEOUS STUDENT BODY
Our school reflects our Oakland community and the larger society that our students will someday join. We maintain a common intellectual mission and a full-inclusion model where:

- students of all demographics and educational groups are provided the same college preparatory curriculum;
- students work with those that are different from themselves; and
- all students are expected upon graduation to enroll in and complete college.

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

PROJECT-BASED LEARNING
Students engage in long-term, "real-world", collaborative, interdisciplinary, learning experiences

that culminate in authentic products. Each year, students participate in a long-term Capstone project which is presented and defended.

DATA-DRIVEN INSTRUCTION
EBIA is a leader in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders.

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

INTERSESSION AND SERVICE LEARNING
Students at EBIA participate in one-week, in-depth Intersession programming three times during the school year. These consist of internships, elective courses, and service-learning. In order to instill our core value of giving back to the community and to ensure authentic real-world experiences, students also engage in external service-based projects in which they will both help contribute to and improve their community.

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

A FOCUS ON SOCIAL-EMOTIONAL LEARNING
In order to be best prepared to be citizens of a 21st century interconnected world, students will have to be proficient in both academic skills and content, as well as the social-emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students also need to be skilled in restorative practices that help to repair and rebuild relationships and the community.

HIGH-QUALITY PROFESSIONAL DEVELOPMENT
EBIA faculty have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession. Those important weeks allow them to focus on developing as professionals, collaboratively plan lessons, discuss how to support students, analyze student work and data, and make decisions as a faculty. EBIA also hosts a week of professional development before the students arrive. This week allows us to reconnect, as well as introduce and integrate new staff into our school culture and plan.

CALIFORNIA SCHOOL DASHBOARD PERFORMANCE INDICATORS AND OTHER LOCAL MEASURES
As demonstrated through last year's charter renewal, EBIA students outperform OUSD and state benchmarks in SBAC proficiency for ELA and Math overall. Furthermore, we are particularly encouraged by initial results for our students with disabilities, who not only demonstrated greater proficiency than OUSD or state benchmarks, but have also shown impressive academic growth year after year through our highly supportive inclusion model. While we are generally outperforming local and state benchmarks, we are keenly aware that the standard must rest higher: with proficiency for college/career readiness.
The most recent dashboard highlights a number of new trends, including increase in suspension

rates and chronic absenteeism, and ELA and MATH proficiency rates in particular for the EL subgroup. Our reflections are summarized below with context.

Areas to address or celebrate	**Comments**

Suspension Rates, an increase of 4.6% from the year before. Previous Dashboard was .4% (Suspension rate = students suspended at least once)
● Subgroups in red: Students with Disabilities, African American, Socioeconomically Disadvantaged
● Subgroups in orange: EL, Hispanic, White
	Red indicates a large change in the overall suspension rate from last year (which was very low due to usage of mainly in-school consequences). We exercised more serious consequences as we became more structured and systematic in our policies and implementation.
	When compared to other charter schools in East Oakland, our overall and subgroup averages are on par or better.
	
	- In 18-19 at Lower School - teacher vacancies (2) and inexperienced staff contributed to poor classroom management (addressed by PIP plans and non-renews for these staff members)
	- Drew a hard line as a community about not tolerating some behaviors - physical conflict in particular
	- In response to the increased suspension rate and behavior / safety concerns brought by parents and families there was a change in org structure at lower school to
	  - add a Dean of Students role
	  - create support structures for students experiencing conflict and academic challenges
	  - new intervention plan with ed specialists to address academic gaps that often lead to behavior challenges
	  - conflict mediation and lunch restoration to add in mid-level opportunities for student conflict resolutions and for in-school consequences for repeated mid-level behaviors

Chronic Absenteeism increased .6% from the previous dashboard to 5.2% but stayed orange. (Chronic Absenteeism = 6-8th graders (366 students) that missed 10% or more of the number of instructional days they were enrolled) ● Subgroups in orange: Socioeconomically Disadvantaged, Hispanic, African American ● Disability subgroup: small sample size but moved from Orange to Green.	Chronic absences typically rise from very individualized cases. - transportation issues - family illness/death in family/divorce/trauma We are still refining (developing) our School Attendance Review Board procedures. - Transportation is a big barrier for many of the students in these subgroups - We are working with OUSD to get bus passes for students
Foster Youth population increased .2%.	This is one student, and she is no longer with us. - Advisors stay with students for 3 years (at lower) or 4 years (at upper) to provide sense of community and family within the school
ELA: Green, Increase 7 points, 8.7 points above standard but subgroups still struggling: ● Red: EL students ● Orange: Hispanics, Students with Disabilities ● Yellow: African American, SED Compared to previous dashboard: ● Students with Disabilities went from Red to Orange!! ● African American and SED went from Orange to Yellow!!	FOR EL: - 17% are proficient, but looking at growth from Fall to Winter MAP data, 65% of these students (EL) have made at least one year's growth or already reached proficiency. On average they are making the equivalent of 2 years growth and their growth is significantly higher than the nationally average, highest subgroup growth in our school - EL subgroup shows the most growth of any subgroup (equivalent of 2 years growth compared to national average). - When considering all sources of data, all subgroups (except EL) have over 80% of students who either make 1 year's growth or who have already reached proficiency. For EL students, this number is 65%. - In the past, - Focal points for previous subgroups and work has been on african-american subgroup, boys in particular because data has shown this to be the group in highest need - Data dive to establish RTI groups and common error analysis trends during PD Fall and Winter 2018-19,

	- teachers have developed individual intervention plans to address gaps in the past, this year we developed a school-wide literacy plan across all disciplines and grades to address the gaps we saw (Preview / Predict / Paraphrase) EL Intervention this year - Doing pull out intervention at the lower school to support literacy
Math: 18 points below standard, essentially maintained from last year. ● Red: EL, Student w Disabilities ● Orange: Hispanic, African American, SED No changes from the previous dashboard	When taking into account Math MAP growth information as well as SBAC, and considering the progress of individuals from 1 year to the next (not aggregate) - ALL subgroups show growth in Math proficiency - EL = 0% proficiency on SBAC - EL = 74% made at least 1 year's growth - EL = averaging 2 year's growth on MAP - IEP = 13% proficient on SBAC - IEP = 69% prof or 1 year growth - IEP = Flat growth on MAP - Students with disabilities is still a focus for improvement and we have put a number of things in place to help support increased growth: - stand-alone support classes at the US taught by ed specialists - Focus on school-wide literacy strategies in all topics (including math) which helps students break down complex word problems and access content using a visual organizer - increased the number of instructional aides and focus on placement in math courses - Increase in the consistency of math instruction using CPM text which build from year to year (rather than disparate math curriculums planned by individual teachers)
In general, the biggest red flag is the EL students according to SBAC proficiency data. They are not only in red but dropping in both climate/culture and performance. We are also focused on closing the gap between White/Two or more races groups, who consistently perform in Green or Blue, and other subgroups.	We are aiming for growth of certain subgroups, but catch-up doesn't happen overnight. Many of our subgroups are many years behind in proficiency. It is heartening that EL students are making the most growth of any subgroups on MAP testing (when looking at individuals year over year progress). The subgroups we are most focused on improving outcomes for are EL and Students with Disabilities.

MAP Growth Data
In addition to the SBAC proficiency data summarized on the Dashboard, which partly measures growth or decline of different populations, we also track longitudinal growth data of each cohort in ELA and Math using NWEA MAP. MAP allows us to gain insights to incremental of each student and enables us to recognize growth, independent of proficiency. We can also check growth for students in grade levels not tested by SBAC.

Group	MATH % Prof. On SBAC	MATH % prof on SBAC or 1 year of MAP growth	ELA % prof. On SBAC	ELA % prof on SBAC or 1 year of MAP growth
6	49%	80%	64%	91%
7	49%	86%	48%	86%
8	47%	77%	53%	81%
9	NA	69%	NA	66%
10	NA	84%	NA	83%
11	50%	97%	74%	97%
FRL	32%	79%	41%	82%
EL	0%	74%	17%	65%
IEP	13%	69%	23%	87%
African-American	24%	77%	40%	80%
Asian	63%	93%	62%	93%
Latinx	29%	78%	39%	80%
Two or More	60%	85%	69%	92%
White	73%	88%	75%	94%

When digging into standardized testing data for both proficiency and growth, a few things stand out.

1) All subgroup demographics are growing, though some more than others.
2) The vast majority of students are making at least a year's growth and/or have already reached proficiency level.
3) Some subgroups are significantly more at risk than others. Specifically, EL students and those with IEPs.
4) EL students are making reasonable growth, but that varies widely between students. The average EL growth is actually the equivalent of 2 years in both ELA and Math. This is by

far the largest average growth. Because they are a relatively small group, a few students can make a large difference in the overall outcome, so it's hard to make generalizations here. What we can say is that even though the average growth for EL students is the equivalent of 2 years, none have reached proficiency on SBAC Math and only 17% have reached proficiency in ELA. This indicates we still have significant work to do. In 2019-20 we began to make progress through regular small group supports to augment the support in classrooms, with emphasis on literacy as much of the common core math curriculum also relies on comprehension. In 2020-21, we will continue this important work virtually.

5) In response to the outcomes for students with IEPs, our team has begun targeted support through resource sections, both ad hoc and scheduled, to focus on skill recovery. This also continued in virtual format and will increase in 2020-21.
6) In response to the gap we observe across demographic groups, we have increased incentives and accountability to motivate our students to set their goals high and achieve them. With students-of-the-month celebrations, we recognize effort and growth, as much or even more than mastery. Personal check-ins with advisors serve as accountability for students, which is particularly helpful for those who feel overwhelmed. We provide multiple opportunities for students to achieve -- blended personal learning platforms, Saturday school, credit recovery, skill remediation. Our resolve to support these students became even more important as we transitioned to distance learning.

Examination of perceptual data, such as surveys

Each year, we engage with Panorama Education and the Rogers Family Foundation to better understand how our stakeholders feel about a broad range of school culture, climate, and social-emotional competencies. As background, 2018-19 was a challenging year for EBIA's culture and climate, across all stakeholders. We attribute this mainly to growing pains leading to disagreements that we were unable to fully resolve to everyone's satisfaction. As a relatively small school, the impact was felt widely and deeply and contributed to student and staff turnover. The impact is also evidenced through last year's perception data, as summarized below.

We recently completed data collection for the 2019-20 school year and were encouraged to see that the reflections and changes implemented since then had a noticeable impact, particularly among staff. School climate was rated 17 percentage points higher by staff in 2019-20, compared to 2018-19. What troubles us now are the diverging trends between staff and students, where student perceptions of personal safety (specifically with respect to bullying behavior from other students), sense of belonging, and emotion regulation remain relatively low, especially at Lower School. We also observe a disconnect between students and staff with respect to readiness to learn, persevering, and belief in potential to achieve at high levels. As a team, we want to further investigate the main drivers of student perception so we can address the root causes. It is clear that self-perception impacts student learning outcomes and vice versa, so we expect a multi-pronged response covering social-emotional learning and academics.

Families also shared their perceptions through the Panorama survey.

Stakeholder	SEL metric	Lower School (19-20)	Upper School (19-20)
Student	Climate of Support for Academic Learning	66%	75%

Student	Knowledge and Fairness of Discipline, Rules and Norms	60%	56%
Student	Safety (physical and emotional)	55%	74%
Student	Sense of Belonging	50%	52%
Student	Classroom Effort	66%	58%
Student	Emotion Regulation	45%	45%
Student	Grit	56%	51%
Student	Learning Strategies	55%	48%
Student	Social - perspective Taking	45%	37%
Student	Growth Mindset	68%	62%
Student	Self-efficacy	56%	46%
Student	Self-management	62%	60%
Student	Social-awareness	60%	59%
Teacher	Educating All Students	75%	79%
Teacher	Professional Learning about SEL	48%	33%
Teacher	Resources for Student Support	27%	54%
Teacher	School Climate	55%	66%
Teacher	Teacher Self-reflection	69%	76%
Parent	Barriers to Engagement	78%	80%
Parent	Family Engagement	19%	17%
Parent	Family Support	64%	58%
Parent	School Climate	54%	58%
Parent	School Fit	49%	45%

	Well above national average
	Above national average
	Average
	Below national average

	Well below national average

Summary

Identification of 2–3 preliminary major student learner needs (at this stage of analysis)

- Lagging proficiency and/or growth of certain subgroups, especially our EL students and students with disabilities
- Students' relatively low perception of themselves and the school community, with respect to personal safety (bullying), sense of belonging, emotion regulation, grit.
- Development and Implementation of Student Supports

Important questions to be discussed in the Focus Groups.

- How is EBIA going above and beyond the basic services provided to all students for our struggling subgroups to close the achievement gaps?
- Why do we continue to see below-national average perception data from students?
- What can EBIA do to engage parents/families of our subgroups?
- Seeing our school program outlined, do you feel it represented personal experiences at EBIA?

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The design and implementation of EBIA's charter ensured that the school statements were informed by student/community profile data, the LCAP, identified future global competencies, current research, and belief that all students can learn and be college/career ready. EBIA took a backwards planning approach to creating a school. It was born out of an idea - to provide an innovative, high quality public option, with student demographics that mirror the city of Oakland and prepare them for college and career in the 21st century. The founding families and educators took the idea and engaged the community which included parents, students, educators, local industries, and colleges and universities. The following questions guided conversations with the community: ● What do students need to be prepared for college/university? ● What skills do our students need to enter the 21st century workforce and be leaders? ● What is currently working in a traditional school setting? And what areas need improvement? ● How do we address the predictable disparity in learning outcomes between well and poorly resourced communities and create a program where all students can succeed and learn side-by-side in the same classroom and learn from one another? The team also took a deeper dive into the dynamics of Oakland, the Bay Area, and the public school options, both traditional and charter schools. From these engagements EBIA's founders created the following mission statement: "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	EBIA Purpose Statements (Mission, Goals, Core Beliefs, SLO) Student Demographics - found in Chapter 2 Diverse by Design Research and Implementation Innovator Norms Common Rubric Lower School Common Rubric Upper School Charter renewal LCAP Graduation

global world." The pillars of the EBIA model were chosen based on research and visits to High Tech High, Summit Learning, and other innovative schools. EBIA's pillar of rigor and graduation requirements reflect our belief that all students can learn and be college/career ready. EBIA aligned our LCAP goals with our charter petition goals (both started in the same year). The LCAP is our year-to-year plan to accomplish said goals based on the students we currently serve. We review our various data points and measurable outcomes to assess the effectiveness of the actions/services annually to achieve our goals and then allocate funds appropriately. EBIA uses the LCAP process to ensure we are responding to our students' needs, as a whole and our sub-groups, to make informed decisions on what is effective, and engage our teachers, students, and families in the decision making process. Charter schools complete a renewal process every five years. In 2018-19, EBIA re-evaluated our goals, mission, vision, and programs, providing evidence to prove we are implementing the program with fidelity. Despite the hostile political climate around charters authorized by Oakland Unified School District (OUSD), EBIA was renewed and awarded a second 5-year charter term.	requirements which includes AP for everyone

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt*: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
We found the stakeholder engagement processes designed to refine vision/mission/and SLOs are mostly effective. We gathered in home groups of teachers, students, parents, and school leaders to develop our SLOs by evaluating our vision, mission, and programs and asked the following questions: ● Is EBIA mission-minded? Is our mission clear, and is this your personal experience? ● Is our mission appropriate for the students we serve? ● Are EBIA's programs set up to accomplish our mission? What is your personal experience? ● How can we clearly articulate our learner outcomes? Not what we teach, BUT how do we know students are learning? EBIA was pleasantly surprised at the consistency of responses between our parents and students and the alignment with the Common Rubric and Innovator Norms, which embodies our mission. Parents and students felt a clear connection between our mission and programs. One parent even said their child references the Innovator Norms at home, and other parents chimed in with the same sentiment. For teachers, those at lower school resonated deeply with the Innovator Norms as well, but those at Upper School did not	Board Agenda and Minutes Parent group Student group Teacher group Sample PD Agenda Regular staff meetings agendas Cafecito Agendas and Minutes Innovator Norms

refer back to them as often. While our Board of Directors did not participate as a separate focus group, one of our Board Members served on a homegroup. Once the SLOs were finalized, they were shared with our whole community in the weekly newsletter. As a charter school, we are required to do a deep dive examining our program, mission, vision, and goals every five years through our charter renewal process. We disaggregate and analyze five years of data to prove to our authorizer, Oakland Unified School District, that we are fulfilling our mission and accomplishing our goals with fidelity. It is a strategic process to decide how we should refine our mission, vision, goals, programs, and SLOs for the next five years of a new charter term. This process primarily involves our School Leadership Team (SLT), teacher leaders, and Board of Directors. Every six years, EBIA will conduct the WASC full self-study. While we also disaggregate and analyze data, this process requires all stakeholders to participate. We collectively decide if EBIA's organization, curriculum, instruction, assessments, and culture is effective by examining student artifacts, analyzing data, and conducting interviews and surveys. Our yearly LCAP process focuses on evaluating our actions/services to accomplish our defined goals. When we identify issues, we can make changes if deemed necessary. We provide opportunities through our LCAP process for all stakeholders to participate. Engagement with our students and teachers naturally happens because it is built into the school day through professional development and advisory periods. Engagements with our Board of Directors are built into our monthly board meetings. EBIA needs to make efforts towards strengthening our engagements with a more significant segment of parents. We have an active and supportive group of parents, but we need parents that represent all of our students, specifically our EL and African American families. We also need to differentiate engagements. For example, Lower School families, specifically our new families, need to be indoctrinated into our culture and taught our goals, mission/vision, SLOs, and trained on the LCAP process. The families that have been with us for 3+ years do not need as much education and can take leadership roles in stakeholder engagements. We can also provide more sophisticated data and other information because they have been around and are fully invested. When we found ourselves in Shelter In Place due to the Coronavirus pandemic, we utilized many of these existing structures to gather input and pivot together as a community. We used surveys with students, parents and staff to arrive at and tweak virtual bell schedules that worked best to ensure continued rigorous (but flexible) teaching and learning. We utilized the same structure to inform and gather feedback in planning for the 2020-21 school year. EBIA's vision/mission/SLOs became the uniting force in sorting through the uncertainty and often competing priorities.	student brainstorm COVID communication Policy and economic updates Returning family survey Incoming family survey Returning staff survey New staff survey Survey feedback Reopening engagement 2020-2021 Reopening Plan

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes,

and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
As a public school of choice in Oakland, families visit our school and learn about our mission, vision, and programs before they apply. Unlike traditional Oakland public schools, we do not have a ranked preference system based on a family's location. We host a series of Open Houses every spring and share our mission, vision, and SLOs. Any family can enter the lottery for an opportunity to attend EBIA and apply with an understanding and belief that our mission, vision, and program is a good fit for their family. We are the only 6-12 school in Oakland with a PBL-STEAM focus and a heterogeneous student body, poised to prepare a diverse, talented workforce for the 21st century. Families are typically not applying because we are the closest school, but because they choose EBIA. EBIA does not participate in the common application process for OUSD schools. Our student body comes from every zip code in Oakland. As an innovative program, we attract teachers who naturally have an entrepreneurial and innovative mindset. In a recent survey, over 90% of teachers shared the belief in being able to teach students from different backgrounds and to incorporate material to best help students from every background. Our communication tool Slack is full of teachers and staff living the EBIA norms in real-time, celebrating what works and sharing what doesn't -- and new team members benefit greatly from the existing norms. While great on paper, innovation and collaboration can be tricky -- and change is hard. We find that our stakeholders' commitment to our vision and mission can go in cycles throughout the 7-year journey. When members of the community feel disconnected from the mission and program, we strive to remind and reinforce why we do what we do. EBIA's Diverse by Design model is foundational to our program. It requires students to learn to work with others different from themselves. This requires knowing each other well, being empathetic and receptive to, and accepting of, differences. It also means students can accept a diversity of perspectives. We do explicit and extensive community building at the start of school, in advisory, and Morning Meetings and Celebrations, as well as Student of the Month awards. We have First Fridays, run by students, which is a celebration of art, music, and achievements as well as community-building events. Commitment to diversity can be challenged once conflict or incidents arise in school. Families sometimes admit they were not ready for all that "diversity" brings. In response to this struggle, EBIA implemented restorative justice practices both with students and faculty, but this is not always enough for everyone involved. These issues are institutional and systemic problems that are not solvable overnight. But we acknowledge them and intentionally address them by focusing on inclusion and giving everyone a voice. Agency is another pillar that families embrace on paper, but find challenging at times. As students mature from middle school to high school, they sometimes	Open house nights PAC meetings Student and Parent handbooks Linked Learning Advisory Board Intersession community newsletter Service Learning requirements Internships Sample Year End Capstone projects - Can be found in ECHO Weekly Schoolwide Emails LCAP posted on website

feel the consequences of late submissions, missing work, etc. Incorporating agency into the common rubric and therefore assessments are designed to support the SLOs. In the short-term, however, the process (with real outcomes and consequences) can be painful for students and families.	

A2. Governance Criterion

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?*

Findings	Supporting Evidence
The majority of our families understand EBIA is a charter school authorized by Oakland Unified School District (OUSD) with our own Board of Directors. But we do have families who do not understand the distinction and believe we have the resources of OUSD and/or are governed by OUSD. Some parents are also unclear about the distinction between governance and management which is not unique to EBIA or education. We completed the charter renewal process in 2018-19, which gave more families insight into the chartering process and the role Oakland Unified School District has as our authorizer. In non-renewal years, this structure is only mentioned, but there is no emphasis on it. Our teachers understand the role of our Board of Directors and are given a copy of our charter petition before they come in for an interview. They understand their compensation and benefits are different than OUSD. They also realize EBIA is a unique charter school with its own Teachers Union. Teachers are welcome to attend Board Meetings and share public comments. EBIA follows the Brown Act and announces all board meetings and posts board agendas and meetings on our website. We use Board on Track to make everything easily organized and accessible. We also make it clear special accommodations can be made for anyone that may need it. EBIA has a Parent Advisory Council (PAC) composed of parents. The PAC meets with EBIA's leadership team to determine how the parents/guardians can best serve the school's needs. EBIA's PAC focuses on supporting the school and teachers. We currently engage our parent stakeholders at our PAC meetings and at Cafecitos. PAC also serves as a parent advisory committee to our Board of Directors. Our leadership team determines when and how to disseminate information to have meaningful conversations and engagements with the various stakeholders. For instance, we will be engaging soon to collaborate on the Local Continuity and Attendance Plan discussion and approval in September 2020.	EBIA Board CBA Employee handbook Org chart Board By-laws, Board Conflict of Interest Board trainings (i.e., Brown Act) Student and parent handbook Sample PAC Agenda Local Continuity and Attendance Plan (LCP) will be on our website. It was not finalized at the time of drafting our self-study.

Relationships between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing*

board's decisions, expectations and initiatives that guide the work of the school.

Findings	Supporting Evidence
The EBIA Board of Directors' goals are as follows: 1. Ensure that the EBIA program has the financial, operational, and human, resources it needs; 2. Provide guidance (working with the team to establish strategy and set policies), support, and professional development to the administrative team; and 3. Make decisions that ensure that every child is able to engage in a meaningful way in the EBIA program so they gain the knowledge, experiences and self-awareness needed to be successful in college and to be productive members of the community. In support of these primary goals the EBIA board works on an ongoing basis to fortify the organization through compliance, conservative financial practices, and robust operational processes, so that every member of the EBIA community is able to reach their full potential as a student, or as a teaching/admin/operations professional. Four of the five current board members are also parents of EBIA students, so board interaction with the EBIA community is also on-going through attendance at school events, fundraisers, etc. In addition to regular board meetings, the board members meet on an ad-hoc basis with the admin team in their specific areas of expertise (facilities, fundraising, etc.). Relationships are open, direct and friendly. For instance, our board chair is an executive at Kaiser Permanente and sounded the alarm early regarding the COVID-19 pandemic, at our February Winter Intersession/Staff professional development. She continued to advise the team during the first days of the Shelter In Place in spring 2020. It allowed EBIA to prepare for the realities of a pandemic and the inevitable transition to distance learning. Our Board understood the importance of meeting through Shelter in Place to provide guidance to our staff and families. One example of a board decision that is understood by stakeholders to impact the work of the school is recruitment and oversight of its Executive Director/Head of School. The board formed a committee in spring 2019, composed of board members, parents, and staff, to participate in the recruitment process of a new leader. Another example is the Collective Bargaining Agreement between EBIA's Teachers Union and the board, which stipulates compensation and other terms of employment for the union members. Another example is the school budget aligned with the LCAP, which the board annually approves and school leadership implements.	EBIA board bylaw Board Agendas and Meetings PAC agendas Organization Chart EBIA Teacher Association bargaining with the board

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence

EBIA effectively and regularly promotes understanding and use of EBIA's Uniform Complaint Procedures. EBIA is a small school that fosters open communication with all stakeholders and effectively reinforces the use of the Uniform Complaint Procedures. EBIA has adopted a comprehensive Uniform Complaint Policy that was reviewed by our law firm. It can be found in the employee handbook and the student/parent handbook. The student/parent handbook is posted on our website. Parents, students and employees are required to read EBIA's handbook and then sign and date an acknowledgement page stating the handbook has been read in its entirety.	Parent/student handbook with Uniform Complaint Policy CBA with Uniform Complaint Policy

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
School leadership puts a high value on inclusion and has established effective continuous school improvement planning processes to ensure that all voices are heard. In the establishment of our LCAP, the school hosts a series of parent, student, teacher and community member feedback and input sessions wherein school policies and practices, along with goals and programs are reviewed and revised based on stakeholder input. EBIA also has a Parent Advisory Council (PAC) which includes parent leadership that participates in dissemination of school information and engagement events, reports out to the school community, supports in development and participates in strategic planning. Finally, EBIA leadership utilizes a series of surveys and engagement systems (EBIA Cafecito, Panorama-CORE, and google forms) to solicit parent, student, teacher and community member feedback that guides board and school administration governance practices. Outreach and support to our families include opportunities for their education in and support of our educational program. Through our school events and newsletters, we train families on the use of our educational technology tools, explain project-based learning and capstone, discuss the importance of social emotional learning and share research on the success of inclusion-based models of instruction. When families understand the various components of our educational program they can provide invaluable insight as parents into our continuous school improvement process and advocate for their children. Parents are encouraged to join the Parent Advisory Committee, attend Parent education nights, complete surveys, attend open houses, use our various platforms to monitor their child's progress and volunteer on campus. EBIA serves an active and vocal student body. We encourage students to be innovators, leaders, and change agents. In our first year, students explored benefits and costs of longer v. shorter instructional time during Capstone, which	D and F lists - not linked due to privacy College attendance Parent Advisory Council Agendas and Minutes Back to School Night Parent Nights: all grade levels • Tech Night • Spring Fest • Annual Potluck (first Wed of first week) • Math Night (Algebra 1) • Project-Based Learning Trainings • SEL importance

led to the block schedule with more minutes to enable project-based learning. Once our founding students reached Upper School, they proposed policies, procedures and safeguards for off-campus lunch. They have also collected data around the best allocation of Chromebooks around campus. EBIA's teachers are the on the ground experts and intimately involved in the decision-making process. EBIA collaborates with teachers in the following ways: ● Grade level groups (rarely by subject due to the number of teachers per subject) ● Socio-emotional learning advisor groups ● Input on professional developments ● Regular review of perceptual data and student achievement data. While we have a good group of dedicated and engaged parents, we need to engage with more parents that represent our subgroups, specifically EL and African American. The more families involved and engaged in the decision making process, the better we will serve all families. During the pandemic, our communication with students, parents, teachers and the community was ramped up as we provided resources, uptodate information at the local, state, and federal level and a way to provide feedback and input as we made unprecedented decisions during the crisis. Stakeholder input was a critical piece as we developed our reopening plan.	Cafecitos LCAP Student Council meeting minutes Scope and Sequence: SEL CurriculumHigh Resolves School surveys during the pandemic to plan reopening

School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
We are a data driven school. Each year EBIA establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year. This is demonstrated through our LCAP and action plan in Academics, Culture and Climate, and Operations. Our school leadership team (SLT) and teachers regularly examines measures of growth and performance from a variety of surveys and assessments. They use this data to inform instructional, cultural, and operational priorities that are shared with all staff and become a large focus of PD, coaching and identify needs and priorities. These priorities are identified by the leadership and teachers and center on specific targets and goals that will support various aspects of our school's educational program such as dissemination of strategies to better support our EL students and students with IEPs, consistently implementing a weekly advisory curriculum and calibrating our assessment of student work samples using our common rubrics. This focus on data-driven instruction, integration of all stakeholders into the academic and social emotional goal setting process and continual analysis of progress towards goals has results in strong measurable pupil outcomes. EBIA plans to incorporate the California School Dashboard in our data discussions	LCAP CBA MAP results Pass/Fail rates California School Dashboard Adaptive Curriculum Personalized Learning Plan (PLP) Template

as well, to complement the more up-to-date results. Our SLT presents the data in charts and graphs that are user friendly that we share with all of our stakeholders.	Schoolwide Priorities Teacher PD calendar

Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
EBIA's staff share in the decision-making process, responsibility, and reflection on the implementation of programs through a weekly staff meeting, the professional development and staff time when students participate in intersession, and professional development during the summer before students arrive on campus. Surveys are also a helpful tool for self-reflection and opinions about programs. Examples of shared decision making with the staff includes: ● Professional Development that includes self-led days and topics requested or led by teachers ● Bell schedules that are responsive to engagement and feedback challenges in distance learning ● Creating committees to examine issues and provide solutions - an example would be the new bell schedule period schedule at Upper School. It is also noteworthy that 50% of the 2020-2021 school leadership team have taught at some point at EBIA. EBIA values our teachers and involving them in the decision-making process is beneficial for everyone. It creates a stronger school culture, teachers feel valued and respected, and a top down model of leadership is often not successful in a school setting. We believe the engagement points are effective and hope to create even more opportunities to share the decision-making process as we embrace the current leadership model.	SLT meetings PD calendars Teacher Surveys Low Teacher turnover rates Bell schedule (distance learning) after spring break

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
As a technology focused school, our staff is comfortable using our electronic tools which includes Slack (internal messaging system), email, website, Zoom (video conferencing), shared online calendars, and google docs. Staff are also	Weekly Sunday Email

comfortable inputting student data in Echo and Illuminate and using those tools to communicate with parents and students. Our internal communication structures are effective. EBIA has created a culture where our staff embraces the restorative justice practices we implement with our students. We use those same practices to resolve conflicts with one another. The administration has also incorporated mindfulness training and starts each year implementing meeting norms to have productive and respectful meetings. The Collective Bargaining Agreement also stipulates procedures designed to resolve differences between the teaching staff and the administration. While our internal structures are strong, EBIA believes a campus that can house both the Lower and Upper School would benefit the overall program greatly.	Google Docs School calendar Slack Zoom Echo Illuminate Meeting Notes Restorative Justice Practices CBA

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
As a charter school, EBIA is responsible for hiring all teachers and staff and we prioritize qualifications in our recruitment. All teachers hold a Commission on Teacher Credentialing certificate, permit, waiver or other documents equivalent to that which a teacher in traditional public schools would be required to hold. A majority of our teachers hold a Master's Degree in their subject area or in education. We work with our less experienced teachers to support them in their journey to be fully credentialed. OUSD provides ongoing oversight in this area. As the pipeline for credentialed teachers dwindles partly due to the economic and political realities in the Bay Area for charter schools, we've taken steps to ensure that our students' learning is prioritized. First, the board has approved the Local	SARC New teacher orientation PD calendar BTSA

Assignment Option process to ensure that any sections covered by staff not directly credentialed in the subject area meet the requirements for students to still benefit from the staff's relevant background and experience. We have arranged a teacher residency program to build a pipeline of future teachers, particularly in the areas of math and science. We also provide financial assistance and mentor coaching to our beginning teachers (BTSA) each year. We recognize that our program design and delivery are very different from the traditional district model. To set our staff up for success in their work to maximize reach with our students, we hold two weeks of professional development for our staff in the summer. The first week is for teachers new to EBIA and includes an overview of our instructional and social-emotional learning school model. This includes sessions such as an introduction to project-based learning, inclusion, and blended learning. The second week involves all staff and includes a deep analysis of school systems and policies with such sessions as a review of academic and behavior policy, using common rubrics, restorative justice and understanding operations systems. Teachers consistently rate PD as effective, informative and in support of their ability to implement our instructional model. Incoming teachers provided qualitative feedback that our PD, both in length and content, was superior to other districts and effective in aiding their transition into EBIA. During the school year, teachers have daily staff meetings that involve professional development in areas such as classroom management, data analysis and differentiating instruction. Further, at the end of the first and second trimesters, teachers have one full week of professional development each. During this time, teachers review academic and behavioral growth from the prior trimester and work to revise plans to better meet student needs. In addition to these areas of professional development, we cover topics such as diversity, equity and inclusion, and workshopping instructional plans as a team. EBIA has also partnered with organizations such as the National Equity Project and High Resolves to deliver professional development to teachers. Each faculty member has a Personalized Education Plan. The PEP is developed by the employee with the input and approval of the Principal and using the template. The PEP asks the teacher to identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of an EBIA educator in the domains of vision & implementation, culture & community, learning, building teams, self awareness & management, social awareness & interpersonal, and decision-making & leadership. The PEP identifies the employee's present level of performance in each strand using a common rubric. The PEP indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a personalized plan for achieving the goals is designed, and subsequently supported by EBIA and its professional development activities throughout the year. There is significant time built into the annual calendar for professional development, including while students are in Intersession and regularly during the school day. We ensure PD is also aligned to the needs of students as determined by data analysis, including support for ELs, students with disabilities, struggling students and high achieving students.	Regular audit of teacher credential Teacher surveys Weekly check ins / coaching notes / documentation of growth PEP tracker PEP Goal Rubric DEI workshops DEI survey results

Our struggles: ● As with many schools in the Bay Area, we have struggled to recruit highly qualified teachers due to a statewide shortage and a high cost of living. ● Although faculty rated leadership opportunities high on the culture survey, EBIA continues to look for ways to grow staff and provide new opportunities.	

Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
Year after year, teachers consistently rate professional development as effective on surveys. Professional development is determined by the School Leadership Team (SLT) based on student achievement data, climate indicators, or programmatic shifts per schoolwide priorities. Teachers also submit requests for specific professional development. As noted by the WASC's initial visiting committee, EBIA provides ample time for professional development over the summer, during the school day, and between trimesters. The SLT in collaboration with the teachers use our disaggregated data to identify areas of need. Closing the achievement gap for our EL and SPED students and increasing engagement in distance learning, are examples of topics that were identified through data and input. In the spring 2020 Intersession, we invited experts to provide a range of background and tactical strategies to work with EL/SPED students as well as our students who have experienced trauma. In the most recent PD, the SLT modeled and introduced a number of ways to engage students in distance learning. We hope to observe targeted improvements in students, as observable in quantitative and qualitative data.	Teacher surveys Teacher PD calendar Master Bell Schedule Student Achievement Data

Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
As professional development activities are ultimately designed to improve student outcomes, we assess the effectiveness of such activities by monitoring student data. Tracking towards this goal is at the heart of all staff training and meetings. Throughout the school year, staff are implementing and reflecting on the practices set at the start of the year, gathering formative and summative assessment data from class assignments and blended learning platforms. This data review informs any shifts to instructional strategies mid-course. Then,	PD Schedule PD evaluation results Instructional Coach and collaborating teacher

during Intersession professional development, all instructional staff looks at proficiency and growth data and analyzes the connection between our current instructional priorities and practices and the growth being made by students. Where necessary, revisions are made to ensure that we are ensuring strong outcomes for all students. Winter MAP results began to show EL students were growing at a rate faster than other students in ELA and Math. Unfortunately due to the Shelter In Place, the spring assessments were cancelled. Coaching is available from the Principal who was previously our Director of Instruction prior to reorganization. Teachers are also part of grade-level teams and more loosely, department teams. Teachers have reported that both peer and principal support were helpful to improving their practice. Teacher observations show the impact of teaching practice growth over time.	Collaboration logs Students semester grades Slack

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
EBIA's collective bargaining agreement lays out a prescribed supervision and evaluation procedure. There is no room to introduce subjectivity into the process. Every member is evaluated 2-3 times a year, per the CBA. Staff are also informally observed, given feedback, resources and tips throughout the year. We have observed tremendous growth of our teaching team over the years, especially in project-based learning and in working with our students. We attribute some of that growth to the supervision and evaluation process. Non-union staff are typically evaluated more than once a year through the BambooHR performance module, which involves 360/peer review.	CBA BambooHR

A6. Resources Criterion [Charter Schools only]

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
EBIA leadership and the Board review multi-year budgets and plan at least annually. EBIA has been committed to scaling up responsibly from the beginning and as such, has made enrollment the foundation for resource allocations. At times, EBIA has strategically invested in certain program areas,	Multi-year budgets Board agendas and

such as College and Career Readiness and School Climate, to protect and nurture EBIA's potential. EBIA is considering a capital opportunity afforded through Prop 51, and is carefully balancing generational equity (now vs. later) in doing so. EBIA is not afraid to make difficult decisions and has always made them to protect the program and the students we serve. One example is a last minute move in SY 17-18 from Roosevelt Middle School to the current Upper School site at Golden Gate Academy. The team literally had two weeks to prepare the space, notify families, furnish the new site, and move in. Given the scarcity of feasible sites in Oakland, the tight timing and overwhelming amount of work to prepare and open school on the first day was worth the risk and any potential fall-out.	minutes Prop 51 award Training by charter specific law firms

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
A qualified auditor, who employs generally accepted accounting practices applicable to charter schools, performs an annual financial audit of EBIA. We received clean audits each year. EBIA is a compliance-driven organization and has effective procedures in place, that had roots in our back-office service provider EdTec's recommended best practice. EBIA has had a clean audit with no findings throughout its history, except the first year when EBIA received guidance re attendance paper logs.	Audit Charter Specific Compliance PD for our CEO and Board of Directors

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
Implementation of EBIA's Fiscal Control Policy and Procedures ensures an effective process that is transparent and supported via documentation. They also ensure separation of duties by creating widespread checks and balances between the CEO, Board of Directors and Director of Operations. As per the Fiscal Control Policy: 1) The CEO approves all school contracts and invoices, and the Board of Directors approves any payment for $10,000. 2 & 3) EBIA adheres to the Payroll and bank reconciliation practices implemented by EdTec, a charter specific back office provider. EBIA keeps meticulous documentation that is always available for review. 4) EBIA has limited access to credit and credit card activity is monitored	Fiscal Policy

by the board.	

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
EBIA uses several factors to develop and monitor its annual budgeting process. The School Leadership Team (SLT) reviews enrollment projections to determine staffing needs. The EBIA Teacher Association (ETA) receives the budget and it is incorporated into negotiations. PAC is also involved with the budget, as they play a central role in community fundraising to close any gaps. Because the budget is at the center of LCAP, it is also revisited in the context of strategic goals with all stakeholders. For instance, the Cafecitos with parents often cover budget considerations.	CBA LCAP PAC

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
The CBA governs members' compensation, based on education, experience and performance. While the pay scale stipulated in the CBA is competitive with respect to Oakland Unified and other charter schools in the area, there are a couple districts whose scales are higher. Salaries and compensation for the administrative team and support staff are competitive with local conditions but as a start-up, many of our administrators and staff wear multiple hats. We understand that we will need to be even more strategic in the next cycle to ensure responsible scaling while maintaining sustainable working conditions for our staff. We are currently investing in development infrastructure as a way to supplement and diversify our funding streams which currently are mainly from the government. We are fortunate to have built a reserve that exceeds the minimum 3% of expenditures requirement by state, but it is not yet at the level to manage our cash flow needs in this enrollment growth period.	CBA Job descriptions of other staff (multiple functions) Development work - working with grants writer Cash management

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
Marketing and PR is an area of growth for EBIA. While our middle school experienced great demand, our upper school has been under-enrolled since its inception. Families have shared over the years that EBIA's scale and limited offerings (no sports) factored greatly in their decision to choose a bigger school for grades 9-12. Now that we have actual outcomes (college-bound outcomes) to share, we will be pivoting to dedicate energy and resources to marketing and PR. Our goals for marketing and PR are recruiting students, staff, and funders. Re-enrollment from 8th to 9th grade remains a challenge. Initially we believed that strong outcomes (college plans of graduates) would attract more applications to Upper School. We still plan to disseminate our outcomes widely for the 2021-22 enrollment season but we next want to consider ways to make our small, almost niche Upper School more relevant to the wider audience. We will also re-design the bridge day, where our 8th graders spend a day on the Upper School campus. While the students reported enjoying the experience, it has not translated to re-enrollment as we had hoped.	One pager for funders Bridge Day

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
Financial health of EBIA is regularly and effectively communicated to the public and appropriate governmental authorities. As a charter school authorized by OUSD, EBIA reports budget, 1st interim, 2nd interim, and unaudited actuals to OUSD and state throughout the year. These reports are reviewed and approved for submission by the EBIA board, and available to the public through Board on Track. The annual audited financials are also reviewed by the board and posted on the EBIA website. School leadership has also reviewed the financials with staff during PD, and with parents at Cafecito. When COVID-19 impacted the California state budget EBIA	Board packet Website PD presentation Cafecito presentation Policy and economic updates

began a series of policy and economic updates with staff and community, to lay the foundation for action plans that followed. As the outlook changed by the hour, the forum was used to keep everyone up to date.	

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified major student learner needs)

After years of creating and adding a new grade each year, EBIA is reflecting on the effectiveness of its program implementation in achieving the school-wide learner outcomes that are aligned with our mission and vision. Overall, the organization structure, through its evolution, has effectively provided a sound foundation for growth and change. Through quantitative and qualitative data, the staff identified two areas of major student learner needs, to focus on in the next several years:

- Supporting our English Learner students and our students with disabilities achieve higher proficiency/growth in key subject areas;
- Supporting all students, improve SEL competencies, and further define school culture and climate.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. Mission centered goals and SLOs
2. Sound governance and stable and shared leadership
3. Motivated, talented teaching staff aligned with mission and vision

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

1. Increase resources to facilitate retention of staff, increase programs, upgrade facilities, and add support staff
2. Supporting our English Learner students and our students with disabilities achieve higher proficiency/growth in key subject areas
3. Increase stakeholder engagement specifically with parents/families of subgroups.
4. Improve the onboarding process for new families and staff around PBL, SEL, and school culture.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
Our curriculum is planned on a 6-12 continuum, grounded in research and best practices, culturally responsive, and specifically chosen to work within our instructional program for our diverse student body. Our Upper School courses are deeply rooted in AP and are UC A-G approved, and all our curriculum are California Content Standards-based, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Science Content Standards, and are intended to be rigorous and relevant. One example of how research influences our curriculum is the adoption of the AP Capstone Diploma. AP Capstone curriculum, which culminates in a year-long research project with presentation and oral defense requirements, is our response to research showing that "many of our high school graduates are not prepared for college-level coursework -- a widespread problem that has impelled most colleges and universities to introduce remedial reading programs for the large number of freshmen unable to cope with the quantity of reading assigned to them in college classrooms." Research also showed that there's a crisis with respect to the quality of writing in high school graduates. Our hope is that AP Capstone prepares our students to succeed and thrive in college and beyond by bringing college-level research and writing to high school. We piloted a number of different curriculums in ELA and math, during the early years, and settled on a curriculum that is based on educational research, aligned with our learning pillars of individualized/blended learning and project-based learning. But most importantly, we prioritized student outcomes and staff endorsement.	Lower School: Common Rubric Upper School: Common Rubric SEL rationale Course Catalogue AP Capstone video EBIA's Best Practices Documents for ELA (from petition appendix) SCALE 6, 7, and 8th grade science curriculum and assessment

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators

or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
All core curriculum, including English, Math, and Social Studies, follow the California State Standards and Common Core Standards. The Science courses have also adopted and implemented the Next Generation Science Standards in their coursework and new courses that adhere to these standards have been created to meet the NGSS guidelines. Click here to see A-G and CCSS Requirements Mapped to EBIA Requirements. All courses labeled as AP courses have been approved through a submission and audit process by the College Board to certify that the course syllabi and instructional plan follow the rigorous requirements needed to pass the AP examination. EBIA expects all students to master CA State Standards and/or AP standards. Grades include student work and assessments from independent learning, course work, and expeditions. Students are expected to demonstrate mastery of both content and skills for all of their courses. Using a mastery-based learning and grading model, students do not move to the next grade level until they have mastered skills at a proficient level. Teachers are trained on EBIA's grading policy and methodology, and work collaboratively to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of skills and content standards. Grading based on standards ensures that students have mastered the key Common Core and Next Generation Science Standard content. These practices are effective for college preparation. EBIA shares science labs with their neighbor, Holy Names University. The science labs meet the "wet lab" requirements. When EBIA transitioned to Distance Learning in the spring, we modified our grading policies, science labs, and curriculum to facilitate online learning.	Course Maps - Planning and Sequence Samples with CCSS or NGSS ● ELA Scope & Sequence, Grades 6-11 ● SY 19-20, ELA 11, Trimester 1 Calendar ● History Scope & Sequence, Grades 6-11 ● SY 19-20, Gov/Econ (12th Grade), Trimester 1 Calendar Science, 6-11 ● SY 19-20, 6th Grade Science ● SY19-20, 7th Grade Science ● SY19-20, 8th Grade Science ● SY19-20, Biology ● SY19-20, Chemistry High school graduation Requirements PD on grading policy and common rubrics Virtual School Modified grading policy to best fit students' needs integrating EBIA beliefs with CA mandate to hold students harmless. ● Modified science lab and demonstrations model to meet realities

	of Virtual School. • Zoom science demo example • ELA 11 Virtual School Lessons Example • AP Calculus Lessons Example

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
Instruction at EBIA is structured around the academic standards, college and career readiness standards, and the Student Learner Outcomes through our instructional model. This congruence is made evident at the classroom level with project-based learning artifacts that are driven by the Common Core overarching standards for all content areas. Not only are projects based on the Common Core, but they are also based on the Student Learner Outcomes that guide the soft skills, and routines of college and career readiness. Each month students who exemplify our Innovator Norms and SLOs can be awarded student of the month. In addition, all classroom curriculum is directly related to careers and college in the careers class. This is effective because the academic content standards and Common Core Standards form the basis of all teaching and learning at EBIA. Students who do not demonstrate mastery at basic level will engage in one or more of the following programs, and the content of these programs may include: • Completion of missing coursework, revision of coursework, instruction in skills and/or content. • Office Hours – During all marking periods, students who do not demonstrate mastery on coursework will be asked to attend teacher office hours, occurring before and after the school day. • Credit Recovery – During the intersession (October, January and May) directly following the marking period in which the student did not demonstrate mastery, the student attends instructional support meetings. When we transitioned to distance learning, EBIA provided the	Schoolwide Learner Outcomes Upper School Common Rubric Lower School Common Rubric Innovator Norms Capstone artifacts Project-based learning sample Student of the Month Award Advisory maps/SEL curriculum PLP Sample Presentation

same supports but modified them for a virtual experience. We increased our contact with all students and their families since we were not seeing them in person. In distance learning, credit recovery in Upper School and skill recovery in Lower School became a high priority. Recognizing the value of direct instruction, the last 3 weeks of the school year was dedicated to demonstrating content mastery. EBIA teachers and staff implemented virtual academic supports through: ● Office hours ● Mandatory one on one with failing advisees once per week. ● Mandatory one on ones with failing students with content teachers once per week. ● Optional drop in times with teachers. ● LS Skills Recovery last week of school for students identified by teachers as requiring additional time to focus on foundational skills in math and/or ELA ● Last week of school was designated as Credit Recovery so students could earn credit for T1 and T2 if they failed to do so during the regular school year. ● Focus on mastery based during Credit Recovery and T3 - focusing on the skills that were needed in order to be able to progress to the next class while in a distance learning setting. Virtual school SEL: ● SEL curriculum continued during virtual school advisory time. ● Teachers had 1-1 meetings each week with advisees. ● Student of the month continued virtually. ● End of the year celebrations and innovator norm awards were given. ● Held virtual yearbook signing for seniors ● Staff organized a spirit caravan to celebrate graduating seniors ● Celebrated graduating seniors with a live-streamed virtual commencement ceremony and senior slideshow	

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
EBIA has integrated Linked Learning (LL) into our program. It integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track. EBIA's pathway focuses on computer science, design, and innovation. Students move from a general introduction to computer science and art design in their freshman and sophomore years, through challenging technical courses that result in mastery of specialized digital skills and complex design concepts.	LL industry overview LL Program of Study LL one pager Internships Service Learning ● Guest speaker from a tech company to talk to the whole school via Zoom ● Guest Lecture Series in Gov/Econ class Virtual School Capstone: ● Lower School Lesson Plans ● Upper School Capstone Quarantine Choice Idea Board with Project Descriptions ● Capstone daily slide deck

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
EBIA students engage in Capstone Projects -seminal, summative multi-disciplinary projects designed to tap a year's worth of content and skills -- each presenting a solution to a problem in their community, and each containing a technology component. These exhibitions of capstones are presented and defended, evaluated by outside partners. 8th graders also completed a Middlestone a couple years, or a mid-year interdisciplinary planning for projects.	Intro to Capstone Sample Capstone - age 25 Sample Capstone - year 2020 Sample Capstone - Comic Con

Intersession and Service Learning Students at EBIA participate in one-week in-depth intersession programming three times during the school year. These consist of internships, elective courses and service learning. In order to instill our core value of giving back to the community and to ensure authentic real-world experiences, students will also engage in external service-based projects in which they will both help contribute to and improve their community. Our Director of College and Career Readiness visits college and universities to share EBIAs innovative program. When students submit their applications, admission offices at the college and universities are already familiar with EBIA's program. In the 2018-19 school year, over two dozen college representatives visited EIBA. EBIA will be graduating our first cohort of seniors this spring. We currently do not have data on our graduates but are developing ways to track our alumni as they transition to college. As a public school of choice, EBIA does not have any feeder schools. Our students come from every zip code in Oakland. We host open house nights for families to tour our campus and learn about our programs.	Middlestone Authentic Audiences/PBL Example: Deconstructing Dominant Narratives Children's Book Project (8th Grade History) Intersession offerings Sample presentation by Director of College and Career Readiness - used to articulate EBIA's program to college and universities Open house nights for prospective students Linked Learning - Measure N Industry Advisory board made up of members of industry, intended to bring speakers and opportunities to campus and to pair students up with internship opportunities Marketing Plan Community Outreach: ● Team developed to reach out to families in need (tech, food, safety, etc) ● Teachers provided resources for students to use when processing big issues such as a global pandemic and racial injustice.

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic,

personal, and career goals.**Indicators with Prompts**

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
The implementation of our college readiness program is intended to ensure all students graduate prepared for college and beyond. This is done through intensive family counseling wherein students and families meet with our Director of College Readiness at least once per trimester. During advisory, students attend college readiness seminars on topics such as the application process, choosing a right fit for school, and financial aid. 100% of EBIA's students take the PSAT 8/9, PSAT 10, PSAT, SAT and ACT at EBIA. Upperclassmen visit college campuses and attend college fairs. Intersession introduces students to experiences and industries to give them real-world opportunities and take a deep-dive into experiences they wouldn't have as a part of the regular daily curriculum. EBIA currently has one Linked Learning pathway, computer science. Over the next several years, EBIA will continue to build out the program and continue to add more internships and other career ready programs to our high school and middle school programs. EBIA's Personalized Learning Plans allows all students and their families to take responsibility and ownership of their education with support and guidance from Advisors. This process starts immediately upon enrolling at EBIA and helps students make appropriate choices in preparation upon graduation from high school. EBIA effectively prepares students for college through graduation requirements that include at least one AP Course, internships, and service learning. EBIA is in the process of developing pre-technical training with the implementation of the Linked Learning pathway. As we transitioned to distance learning, EBIA recognized the trauma and difficulties of the pandemic on our students and their families. To ensure our community was supported we made the following transitions: ● Moved to trauma informed instruction by minimizing	Advisory 1:1 college and career readiness counseling Intersession PLPs Linked Learning

requirements/expectations to meet the needs of students. ● Many teachers changed their curriculum plans to meet students' needs based on learning style and access to resources. ● School offered alternative learning modes to accommodate individual family needs (Independent study/part time/non-tech based work) ● Families without technology access were given support (ways to get internet, borrowed computers, etc)	

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
All students at EBIA have access to rigorous, relevant, and coherent curriculum across all programs with real world applications. Our instructional model facilitates success for all students. EBIA's Project-Based Learning program includes a Capstone project as well as project-based learning units in each subject area. Students participate in authentic, meaningful and well-scaffolded projects, and present their work in front of both internal and external audiences. Capstone Projects are multi-disciplinary project designed to tap a year's worth of content and skills each presenting a solution to a problem in their community, Scaffolds include: ● Prompts ● sentence starters and questions within documents ● "toolkits" or strategies to attack writing/reading (CER) ● group roles ● differentiated sources/texts ● providing multiple ways to deliver info (video, text, lecture, etc) ● ECHO also provides benchmarks and checkpoints for units Through these projects, students gain a sense that they can have a real impact on their community by working to bring their creative ideas to life. For example, students have changed policies at the school, designed museum exhibits, performed debates, created zines, redesigned Oakland community spaces such as parks and participated in a "Shark	Sample Capstone Projects ● Upper School Capstone, Virtual: Quarantine Choice Idea Board with Project Descriptions ● Capstone daily slide deck Curriculum Maps Scope and Sequence Maps Sample COVID capstone projects: reflect on their experiences during the pandemic -creating primary sources, reading articles about the pandemic, etc.

Tank" where they have pitched solutions to issues ranging from police brutality to pollution. EBIA's Blended Learning Program uses specific, targeted adaptive programs such as ALEKS, Khan Academy and Achieve3000. Blended learning allows students to make incremental progress from their point of entry into EBIA, at their own pace. Students have specific periods during the day to receive small group instruction in addition to targeted online instruction. EBIA is committed to a heterogeneous, full inclusion, Diverse by Design model with no academic tracking. 100% of Upper School students are enrolled in UC A-G courses, and AP courses are open to all, with a graduation requirement that students take at least one AP course. Click here to see the supports for any student who has been identified as needing additional supports.	

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Personalized Learning Plans (PLPs) are the tool at the heart of the EBIA program. The PLP is the product of a goal-setting process that each student is coached through by his/her advisor. At the end of Fall and Winter trimesters, the advisor, student, and student's family meet for about an hour to develop the document. The PLP meetings are required, and every effort is made on the part of the advisor to schedule time with the family, accommodating schedules with the following options, if needed: home visits, weekend times, after school, video chat, and whatever needs to be done to ensure this meeting happens. We know our families well and will work with them to meet their needs. The PLP process starts with the end in mind: students and their families start by discussing and setting goals for what type of life they envision for themselves. What are your interests? What kind of things do you love to do? How can you build skills for the job of the future? What qualities will they be known for? How will they give back to the world? How will they support their community? From these questions, goals are set that need to be met in order to achieve. Goals are then backward planned to "what does your weekly schedule need to look like in order to meet your goals?" The PLP also pushes the student and family to set goals around social-emotional learning, character strength development,	PLP template Advisory 1:1 college and career counseling ECHO Weekly newsletters

healthy living, and family relationships. The PLP document becomes a living document that is constantly revisited by students, advisors, faculty, and family. EBIA's Learning Management System, ECHO, allows parents and advisors to monitor student progress throughout the trimester. Parents can see all assignments and directions. They also receive notification via ECHO of late or missing assignments, as well as notices for drop in students' overall grade. At EBIA parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan in a meaningful way. When parents expressed concern about screen time as we transitioned to Distance Learning (tech accessibility, needing more support, etc.), EBIA was quick to respond and provide support and make adjustments went needed.	

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options*.

Findings	Supporting Evidence
EBIA's first class of seniors graduated in the spring of 2020. We are tracking our graduates and in the process of developing a long term alumni plan partnering with outside organizations. Our new College and Career Readiness Director is tasked to develop our protocols. We plan to use effective practices from other schools in the upcoming years as we develop an alumni network. These strategies might include: ● Alumni tracking database ● Alumni website ● Create a Student Transition Coordinator position	

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified major student learner needs)

We have a multifaceted curricular model centered around PBL, SEL, and Linked Learning, with an emphasis on STEAM. Our curriculum prepares students to be globally competent, 21st century citizens of the world. Because of the complexity of our model, it can be difficult to explain in one document, but we feel this is also part of its strength-- our curriculum is dynamic and aims to respond to student needs.

Despite our robust curriculum aligned with the mission of EBIA, there is still a need to improve the educational experience and academic achievement within specific subgroups. More training with implementation of equitable practices, and resources to better serve EL and SPED students are still needed.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. We balance creativity/autonomy of curriculum with curriculum support. We have a breadth of resources available to teachers for curriculum planning (ex: scope and sequence documents) but teachers also feel that they have freedom to design their own curriculum.
2. Grading categories lead to greater clarity for students, families, and teachers around student outcomes, strengths and growth areas.
3. Aligned rubrics and a common rubric language allows for consistency across classrooms and across school sites. This helps ease transitions for students.
4. PLP structure, along with the ability to easily communicate with families through ECHO, allows for strong family-school collaboration.
5. EBIA has a multifaceted curricular model that prepares students for the 21st century.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. Some practices outlined in the document are not being implemented across classrooms; it would be important in the future to foreground these practices so that all educators know the expectations.
2. Need to develop project resources to have full scope, implementable PBL for teachers to use
3. Need to build capacity for authentic project partners for PBL
4. Students are responsible for arranging their own internship which can perpetuate a cycle of inequality and inequity. Ideally EBIA can have on-going partnerships with local businesses to provide opportunities to students without connections.
5. Develop a clear plan to track graduates.

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
At EBIA, all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards and college and career-readiness indicators. EBIA believes learning must be personalized and relevant to students, as well as differentiated to each student's unique content, skills, and social-emotional needs. Our academic program is grounded in the belief that all students should have the opportunity and the preparation to go to and succeed in the high school of their choice and at a four-year college. Every student completes a seven-year college preparatory academic program, regardless of his or her academic starting point. There is no explicit remedial track. All students are enrolled in requirements that meet UC A-G and all students must take at least one AP course. EBIA offers additional support and challenges when appropriate through student grouping, personalized learning and differentiation, after school support, intervention and remediation during Intersession and offering summer school to ensure that all students are college ready. We maintain a common intellectual mission where students of all demographic groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to be prepared for college. **Examples of observing students and how this impacted instruction:** Sam O'Brien has taken student feedback around homework workloads and work completion on meteorology video	Classroom Observation Template Student Surveys Parent Surveys Teacher syllabi Innovator Norms Common Rubric Upper School Common Rubric Lower School ECHO Slideshow Sample Summative Assessments Formative assessment Samples: Do Now Reflection Exit Ticket

projects in order to adapt how her projects are gradually delivered. She is curbing homework by telling students that they are assessed on how much they complete during a project block. Given that 6th grade students struggle with the transition from elementary into middle school (as well as the self-paced aspects of PBL) O'Brien is successfully adapting the scope of work in order for students to be successful. 7th grade team has used reading data (from Achieve 3000 and claim, evidence, reasoning responses to complex articles) to build collaborative grading norms for two students with IEPs. Additionally, this team has worked with special education to offer a variety of highly scaffolded group roles in order to verify that students with diverse learning styles can access the projects at hand. Lower school teachers recognized that gaps in more complex writing projects indicated deficits in executive functioning competency. School now facilitates a weekly executive functioning group on Wednesday mornings in order for students to build planning strategies to segment and organize their needs for projects. In Ms. Wahnschaff's 7th grade history class, students collaborate on Google documents to jigsaw complex reading articles on Muslim innovations. Students receive leveled articles and share information from each of their differentiated articles to collaborate in understanding the background information for a project. Mr. Vasu, an upper school math teacher, gives students a Do-Now every class period that they begin at the start of class. The question has multiple sections, which get more complex from "Mild" to "Spicy". As students work he circulates and gives in-the-moment feedback about both mathematical practices and content. For example, he might give feedback on practices by saying "I like how you are using your resources by accessing your notes" or "how about you try a different representation, like make a graph or draw a picture". He might give feedback on content by saying "it looks like you on track till you get to the graphing section, take another look at your axes". While he is circulating he can keep track of which students are able to reach the "spicy" part of the problem and then assign differentiated blended learning on Khan Academy which helps support students' particular needs. All ELA and History teachers at all grade levels use a blended literacy tool called Achieve 3000. Students are assessed on their lexile level and then teachers assign them weekly articles to read. The articles are re-leveled at an appropriate lexile level for each student and students are given	Sample: 7th Grade Capstone Master Sheet Completed Capstone Projects - 7th Grade Sample 1 - 7th Grade Sample 2 - 8th Grade Examples - 6th Grade Example 1 - 6th Grade Example 2 - 6th Grade Example (Google Earth)

appropriate comprehension questions. Students and teacher track their lexile growth progress in A3k and use that information to determine how much growth students are making, what kinds of interventions to put in place to both allow access to content and develop literacy skills (for instance the “Preview, Predict, Paraphrase” strategy, guided note taking, collaborative reading groups, access to audio-books, etc). All Math teachers at all grades use blended learning tools (either Khan Academy or ALEKS) which, similar to A3k for literacy, tracks mathematical understanding and assigns appropriate tasks and resources. Other examples of instructional responses to student learning observations are: - Flexible grouping with small groups - Modifying frequency of meeting, skills being covered, difficulty of problems being answered - Differentiated assignments/graphic organizers based on mastery of skills in previous lessons - Stations that focus on different student needs (i.e., leveled “skill builder” station in Ms. Stepter’s 8th grade math classroom) - Opportunity for Algebra 1 instruction through APEX - An online learning system that allows students to accelerate their learning in 8th grade math and gain access to Algebra 1 - Read-aloud option for whole class reading (Kindred by Octavia Butler) in Mr. Trueman’s 8th grade ELA	
When we transitioned to Distance learning in the spring 2020, EBIA modified our initial virtual schedule based feedback from a survey administered to students and parents. We also increased our responses to students that were identified as struggling or disengaged with distance learning. ● Continued with a challenging and relevant curriculum. All teachers able to continue with topics already planned, but pared down a bit to focus on the most important mastery goals ● Focused more on tasks that can be completed individually, but still included collaborative tasks when possible ● Formative assessment through daily check-ins/do nows, as well as on-demand responses in the Zoom chat ● Modified Virtual Schedule based on feedback from a student survey ● Identified students not meeting standards in ELA and	● Student Survey during new Stay In Place order ● Revised Schedule based on feedback ● Skill Recovery Groups ● Skill Recovery ELA Curriculum ● Skill Recovery Math Curriculum Updated Advisory Curriculum ● Spirit Competitions ● Positive Self-Talk ● SEL

Math ● Developed student supports for students struggling in ELA and Math during Distance Learning To help students feel connected during the uncertainty of the pandemic EBIA: ● We continued with Advisories and updated our curriculum for Distance Learning	

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
Evidence in every classroom shows that students are aware of standards and expectations before beginning a unit. To tie all of our programs together, EBIA uses a common rubric for each grade level and subject area for research, writing, use of text, communication, and collaboration, based on the work from the New Tech Network, Summit Public Schools and the Stanford Center for Assessment, Learning, and Equity (SCALE). The common rubrics are organized into the categories of oral communication, written communication, agency, collaboration and knowledge and thinking. They align to the Common Core State Standards, Next Generation Science Standards and C3 Framework. ECHO is a platform that truly empowers and supports teachers to create student-centered learning environments and authentically assess knowledge and tracks mastery against standards. See slideshow for details.	Upper School Common Rubric Lower School Common Rubric ECHO Teacher What to Look For Sample project introduction integrating the common core rubric, CCSS, and performance levels Sample Syllabi Standards objectives posted ● Example ● O'Brien Do Nows ask kids to reframe the objective in their own words
When EBIA transitioned to Distance Learning, we made the following adjustments: ● Continued using Common Rubrics, posted in ECHO (Our LMS) ● Continued offering stand alone support courses for students with IEPs	

• Continued using 5 grading outcomes, but limited use of collaboration and oral communication • Continued 1:1 check ins during office hours and ILT (Independent Learning Time)	

C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
EBIA chose a Project-based Learning (PBL) model as a way to accomplish our school's mission. It is a key component of 21st century learning. In order to best prepare students for a 21st century world, we need to provide opportunities for deeper, more engaging, authentic, and relevant learning that require students to show both mastery of content as well as higher order thinking skills such as application, evaluation and creation. PBL is inquiry based around a central question, and results in students engaging in authentic learning that is relevant to real world experiences and results in a product. According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following: • students learning knowledge to tackle realistic problems as they would be solved in the real world • increased student control over his or her learning • teachers serving as coaches and facilitators of inquiry and reflection • students (usually, but not always) working in pairs or groups *INDEPENDENT LEARNING TIME (ILT)*	ILT explanation and training Team Contract ALEKS and APEX Student reflections • PLP Reflections Lower School • Work-habits Goal Setting and Reflections SpEd push-in and pull-out schedules

A key component of personalized learning is Independent Learning Time (ILT), which is self directed learning. While some of our personalized learning time will be focused on data, including adaptive online programs and small group intervention, the students guide some learning time. We do this through a gradual release model wherein at the Lower School students are assigned subject specific ILT periods. During these periods they work on subject-specific, personalized learning tasks (e.g. news articles at their literacy level, math practice problems at their math standards level). As they move to the Upper School, this time becomes more student driven. Students have assigned ILT time organized and facilitated by their advisor. They work on whatever they need to meet their personal, interest, and academic goals, which includes personalized tasks, checking in with teachers or meeting with our Director of College Readiness. We expect that students set an agenda for this time. The goal of ILT is to teach students how to be independent workers, how to set goals and to reach them and how to manage and organize their time, and ultimately, how to own their learning. We recognize that students sometimes need to learn at their own pace and on their own path. Students cannot be prepared for an ever changing, 21st century world, without the skills to be an independent learner. We explicitly teach children the tools and skills they will need to be successful during this time such as: making a plan, what to do when you get stuck or don't know what to do, how to balance your time, and how to base your time around your goals. *GRADUAL RELEASE* During independent learning time, EBIA uses the method of gradual release (I do/we do/you do), especially in the Lower School. During whole class or small group learning, teachers guide students in how to do independent work or practice during independent learning time. Furthermore, as students progress throughout the program, students have more time to personalize their learning—in the later grades, students will gradually learn more independently, and have more choice in their learning. The gradual release of responsibility model emphasizes instruction where advisors guide students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.	
During Distance Learning: ● Continued ILT check-ins with Advisors to create academic plans ● Shifted to hosting all scheduled classes in Zoom Video Conference.	

● Classes included time for instruction and time for students to start on their work, some work was finished in class, other work was continued independently (all work included written and verbal scaffolding (resources, graphic organizers, a chance to ask questions and hear the questions of others). ● Teachers utilized the chat function in zoom to take polls and increase student participation ● Continued regular use of blended learning tools that give targeted work within the students ZPD ● Teachers available during regular/daily Office Hours periods via zoom for student check-ins as well as lengthier periods twice a week ● Special education teachers/instructional aides joined classes daily and utilized breakout rooms in Zoom, as well as other check-in times with their caseloads ● Utilized shared screens and the chat function in zoom for both delivering instruction and student participation	

Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
EBIA's PBL curriculum is inquiry-oriented in order to prepare students to be innovators in a 21st century economy, to provide deep understanding, to make connections amongst subject areas, skills, and content, and to allow students to apply and build on what they know. Additionally, PBL is a key component of social-emotional learning, particularly executive functioning via project planning and collaboration. Students engage in PBL experiences every six weeks within each content area, as well as year-end, multidisciplinary Capstone Projects. Our Capstones are long-term, "real-world," collaborative, interdisciplinary learning experiences that culminate in authentic products that students present and defend at end of year exhibitions. The Capstones also include authentic products to be placed in digital portfolios, or standalone digital products. EBIA's digital portfolios with the Capstone projects effectively demonstrates students' thinking, reason, and problem solving in group and individual activities, such as projects, discussions and debates, and inquiries.	Digital Portfolios in Echo Capstone projects in Echo
During Distance Learning: ● Independent Capstone Projects - involving self	

reflection and the creation of time capsules or other works to capture their current experiences ● Students continued with creative work in courses. Examples include: ○ ELA dissent project - students create Art pieces, songs, oral presentations that make the argument and provide an example about which type of dissent is most powerful ○ AP Calc - Personal finance unit focused on real world applications	

Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
EBIA has a built-in module to achieve the goals in this prompt: year-end capstone. 100% of EBIA students participate in a yearly grade-wide cross-curricular Capstone project which lasts approximately 3 weeks. Projects include all academic core content areas and computer science/CTE components. All students present their work to community and industry partners. Students at EBIA are learning through projects that leverage technology and real-world connections. We strive to include opportunities to utilize computer science, design, and innovation in as many learning experiences as possible. Some examples include: ● Capstone - Videos/Innovation/Design for change - Students learn about a problem in their community, and utilize English, history, math, science, and computer science to design a digital product or device to address that issue. They present their solution/product to an authentic audience for assessment and feedback. ● Students design, create and present candidate websites to an authentic audience, with the goal of persuading their peers to register for their party and vote for their candidate. ● Students design a new roof, tiny house, garden structure, etc. for a customer, receive guidance and feedback from an industry partner, and present professional scale drawings to the customer. ● Students create websites, games, or simulations to model natural phenomena and have a chance to	**AP Capstone**: AP Capstone is a 2-year program developed by the College Board, which consists of two courses: the AP Seminar and AP Research. Students who successfully complete the program and obtain scores of 3 or higher on at least four other AP exams receive either an AP Capstone Diploma or an AP Seminar and Research Certificate. **AP Seminar** is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. **AP Research** is an interdisciplinary course that

skype with scientists who create/use computer models. ● Students create podcasts, videos, and websites for digital storytelling and literary analysis EBIA's year end multidisciplinary capstone projects effectively demonstrate our students ability to apply knowledge they have acquired over the year and apply it to solve a real-life problem in their community.	encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses. **Evidence** ● AP Seminar and AP Research Student Scores 2019-20 ● AP Research Student Papers Capstone presentation
During SIP: ● AP courses and exams - all students are required to take one AP course before graduation ● Authentic projects via Capstone and in-class projects (i.e. English 9 Dissent Projects) ● Applying understandings of economics and personal finance to real-life decisions regarding college selection, investing, etc. (i.e. investment game, personal finance lesson with AP Calc)	

Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
EBIA fosters social and emotional skills students need to be leaders and changemakers as well as opportunities to extend learning through internships, field experiences and community-based practice. Students grow to be problem solvers and advocates who utilize computer science, technology, and the design process to create innovative solutions. When students leave EBIA, they are ready for college and career success and to be leaders in their communities.	Linked Learning Internships Intersession Capstone Projects

EBIA upper school is centered around a “Computer Science and Design Innovation” Linked Learning pathway. EBIA will be building on Linked Learning to create more internship opportunities and if scale allows, explore additional dependent pathways within our main pathway. *Intersession* At EBIA, intersessions happen after the first and second trimesters and are focused on in-depth elective courses and internships with community organizations and local businesses. Intersession enables students to explore an area of passion and gain real-world experience. Examples include: information technology internship, computer science internship (app design), digital beat-making, wearable technology, entrepreneurship, and design/build a maker-space. *Service Learning* Service Learning is key to our mission and plays a role in helping our students become problem solvers, change makers and active contributing members of society. They are also able to engage in hands-on learning, with real-world organizations who are working to improve the world. In the Upper school, students are required to do 80 hours of service learning to graduate and complete service learning as part of their advisory program. Students must research places to volunteer, and discuss the impact their volunteering had. In the Lower school, students may complete a service learning as part of advisory and during intersession. During Capstone projects, students may also identify a need for community service and may work that into their action plan or proposal. An example of service learning at work are students who are interested in tech management careers supporting the school’s Chromebook fleet, and students who plan to pursue careers in film leading development of school’s marketing videos and other materials. *Linked Learning and Work-Based Learning* EBIA US is part of the Oakland Measure N initiative focused on increasing college and career readiness. 100% of student completed at least 1 (but most 2-4) WBL experiences	
During SIP: ● Career presentation from tech professionals (Milton Howard, Shotspotter) ● Interaction/talks with other professionals (Economics -	

Coupet, etc.) via Zoom	

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Through observations and the evaluation of student work we came to the following conclusions:

Students at EBIA are involved in challenging and relevant learning. Our PBL model engages students in "real-world", collaborative, interdisciplinary, learning experiences that culminate in authentic products. Students participate in long-term Capstone projects which are presented and defended to our community partners at the end of each year. The implementation of EBIA's grade-level Common Rubric provides students with clear standards and expected performance levels across all subjects. It allows for cohesion and consistency for both our teaching staff and students. As a full inclusion model with no tracking, all of our students are participating in college and career readiness activities. Our Diverse by Design model provides students the opportunity to learn from and with students that are different than themselves preparing them for what they will experience in college and their careers.

While EBIA meets the majority of these criteria, we need to ensure ALL students can apply the acquired knowledge and skills by increasing differentiated instructions and student support for those that are struggling.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Rigorous and relevant student learning
    - PBL
    - SEL
    - Capstone
    - Diverse by Design
    - Internships
    - Service Learning

    - ILT
- Expectations and standards
    - Grade-level
    - College and career

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Assessing and refining instruction for sub-groups of students who are behind in proficiency/growth.
- Refining PBL, supporting new staff and Upper School
- Improve SEL instruction

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
EBIA prides itself in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders. In general, the following four-pronged approach to data-driven instruction will be taken at EBIA: 1. All courses are standards-based and backwards planned: Teachers are required to complete a curriculum map and unit plans for each course that outlines clear, standards-based outcomes and the assessments that measure student progress toward those outcomes. These are aligned with the most current and rigorous college-ready standards (CA State standards, AP, and ACT standards). Curriculum Maps include a list of the course's themes and central questions, materials that develop those themes, standards for content knowledge and skills that students are expected to master, and assessments that measure levels of mastery. 2. We assess students each trimester via NWEA MAP and project-based assessments. We also use adaptive blended learning platforms to gather assessment and performance data. 3. All courses use formative assessment regularly to measure student's learning of the daily objective, usually through technology so that data can be stored. 4. All educators receive significant professional development and coaching on how to analyze assessment data in order to create intervention and remediation plans for each student that both course-correct, and extend students in their areas of concern and growth The ultimate goal of data driven instruction is to teach	CA School Dashboard PAC Meetings Board Meeting Agendas Summer 20-21 PD calendar Sample Intercession PD NWEA Map results SBAC results Sample School Leadership Team(SLT) meetings PLP Sample Data Presentation to Stakeholders LCAP process Charter Renewal Perceptual Survey Data ECHO IEPs

students how to analyze their own data and make wise decisions about their learning. In order to capitalize on the large amounts of time for analysis and teacher development that are created by the use of the Intersession schedule, the data analysis sessions are very well organized, and differentiated for each teacher and grade level. We want to extend the use of data analysis to action and change in instructional practice within each classroom. EBIA effectively collects data through the methods listed above. As a school that has added a new grade each year, we also had to hire new teachers each year. Next year we expect little turnover with our teaching staff. This will allow us to build on the training and analysis and make linear progress instead of feeling the "starting over" cycle we've felt for the past 6 years. EBIA can also improve on consistently monitoring individualized data from the adaptive curriculum and provide responsive interventions. Some teachers do this regularly but it is not built into our PD as a consistent practice. EBIA effectively shares the analyzed data with parents in newsletters, PAC meetings, Cafecitos, and at PLP meetings. Teachers and administrative staff analyze data during PD and Board Members are updated throughout the year at board meetings. The sharing and analyzing of data is part of our LCAP process.	AP exam results A3K, ALEKS (adaptive curriculum) Sample Curriculum map Sample Capstone Formative assessment: ● Do Now ● Reflection ● Exit Ticket

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
GRADING POLICY EBIA expects all students to master CA State Standards and/or AP standards. Grades include student work and assessments from independent learning, course work, and Project-based Learning. Students are expected to demonstrate mastery of both content and skills for all of their courses. Using a mastery-based learning and grading model, students do not move to the next grade level until they have mastered skills at a proficient level at Upper School. This is not true for Lower School, as students are not retained grade level. We have begun to focus on skill recovery at Lower School as well and hope to expand that effort, especially as we seek to mitigate any potential negative impact of distance learning due to the pandemic. Teachers are trained on EBIA's grading policy and	ECHO PLP Meetings Curriculum Maps Scope and sequence with unit plans Common Rubric Upper School Common Rubric Lower School SBAC rooted in the standards

methodology, and work collaboratively to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of skills and content standards. The implementation of our common rubrics for upper and lower schools provides consistency and clarity for our students, parents, and teachers. *EBIA Grade Summary Grade Percentage Description* A: 90% or above Student is consistently demonstrating advanced mastery of skills and content. B: 80-89% Student is consistently demonstrating proficient mastery of skills and content. C: 70-79% Student is consistently demonstrating a basic mastery of skills and content. F: 69% or below Student is not consistently demonstrating a basic mastery of skills and/or content. While the policies are in place and teachers meet weekly in grade level teams to discuss, not all teachers have effectively implemented the policies. It is difficult for the Upper School because there are limited course options.Teachers new to our program also need more time to fully embrace the policies.	AP data SAT results

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
ECHO is an effective tool that keeps students, parents, teachers, and advisors uptodate with realtime information. Grades, growth, and performance levels are monitored in this system. ECHO allows for assessment of discrete skills (aligned to the Common Rubric) within each assignment (i.e., Knowledge and Thinking v. Agency), which can inform students and family of specific actionable growth areas. After first and second trimesters, students prepare for and lead a conference with their advisor and parents, called a Personalized Learning Plan (PLP) conference. Part of this conference includes students and families looking at student grades and growth data, then reflecting on the student's experience at school and what may have influenced their grades and growth scores. The same process is used for presenting and reflecting on social emotional learning growth	ECHO Common Rubric Sample Advisory lesson PLP Adaptive online curriculum See Assessment Section under EBIA Curriculum IEP

data. Lastly, students, parents and advisors collaborate to craft a SMART goal for the coming trimester. The student reflects regularly on the goal within the advisory class. This process ensures that all stakeholders are in alignment in the pursuit of strong outcomes for students. Information for each course's assessment can be found here. EBIA needs to provide additional training on ECHO for our parents and families. While some parents are fully engaged closely monitoring their child's progress, other parents do not log-in. EBIA would like parents to be partners in their child's growth and progress.	ELAC

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
EBIA has been in constant growth mode adding new grades, teachers, and increasing the size of the student body for the past six years.This is our first year with a class of graduating seniors. 2020-21 school year will be a turning point, as we switch from building and creating to improvement. We retained most of our staff and will only add a handful of courses in our upper school next year. With stable leadership and teachers, we hope to continue to collaborate in realization of the EBIA model in ways that can best suit the students we serve. It will be a time to examine our full program from 6-12th. We have noticed a trend of 6th graders entering the program with larger academic deficits. This was the first year our 6th graders did not have significant growth from Fall to Winter on our NWEA Maps results. In preparation to keep the integrity of our full inclusion program, we need to identify and implement effective intervention immediately. EBIA has success providing scaffolding and individual assistance to students struggling in certain areas. In 6th grade, for instance, we implemented an academic success class (aka, how to learn). We emphasized soft skills such as organization, communication, and advocacy. Another example	PD calendar Intersession LCAP WASC self-study SLT meetings Transition to Online Learning (schedule, homework and grading policies, class formats) Credit tracking spreadsheets/meetings (teachers, admin, advisors) inform support plans for student progress

of support is the small group skill recovery in math and ELA, led by teachers during the most recent Capstone/Intersession. Our unique and innovative programs engage students who may have been turned off from a traditional educational model. But we need to prepare for students who are entering up to 2 years below grade-level. Finally, Upper School teachers and admin collaborated to bring Saturday school this past year, to help students recover credit. An unexpected byproduct of the pandemic is that such collaborations have become more frequent with established norms, as we pivoted overnight to create a distance learning program for our students while Sheltering In Place. In addition to the bell schedules, we continued the collaborations to tweak homework/grading policies to better serve the students in the transition to online learning.	

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
EBIA uses our LCAP process to strategically develop goals, analyze data, review our actions/services and allocate resources and funds. This is an on-going process throughout the year. We will also be updating our School Action Plan which is aligned with our LCAP on a yearly basis. Every 5 years we do a deep dive into our outcomes for our charter renewal process. We examine our goal and demonstrate through data that we are accomplishing our goals. It is also a time to re-evaluate our entire program and determine if it is appropriate for the students we serve. And every 6 years we will complete a WASC self-study with a focus on student learning. Examples of changes in school programs, professional development and resource allocations include but are not limited to: ● Supplemental supports for our EL students based on SBAC data, specifically in math -- budget reallocation ● Adopting a secondary supplemental blended learning platform for math (ALEKS) - budget reallocation ● Adjusting PD based on teachers' requests or student outcomes ● Additional Push-in support	PD calendar LCAP Charter Renewal WASC self-study Formative and Summative Assessments Teacher Survey Results

● Flexible grouping with small groups ● Modifying frequency of meeting, skills being covered, difficulty of problems being answered ● Differentiated assignments/graphic organizers based on mastery of skills in previous lessons ● Stations that focus on different student needs EBIA effectively reacts to our disaggregated and analyzed data by making adjustments to our program, allocations, and professional developments. Our experienced SLT and teachers easily identify needs, specifically for our subgroups. We need to focus on finding the most effective supports for our students within our instructional model.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
See this document for formative and summative assessments for each subject. EBIA uses a variety of formative and summative approaches to assess student achievement. We do not only look at proficiency but examine the growth of our students. These results are disaggregated and analyzed first by our School Leadership Team and then shared with our instructional staff to make informed decisions. EBIA effectively assesses student achievement with a wide variety of formative and summative assessments. Measuring student achievement and growth is part of EBIA's instructional program and model. ECHO enables assessment of each student's progress in SLOs with each assignment in each course.	Formative and Summative Assessments PD SLT meetings Unit Plans Capstone Common Rubric

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
EBIA's School Leadership Team (SLT) disaggregates the data and presents it in a useful and user friendly manner during professional development. SLT disaggregates the data by: ● Grade-level ● Teacher-level ● Subject-level ● Racial Subgroups ● Gender ● FRL	PD calendar Surveys CALPADS data DBQ Workshops Credit tracking spreadsheets/meetings

● SPED ● EL ● Cohorts (students who have been at EBIA for 3 or more years) We also collectively examine climate and culture data and perceptual survey data to make decisions around professional development, programmatic shifts, and resource allocations. Our teachers are excellent when it comes to making adjustments within their classrooms but we struggle programmatically with the "and then what." We believe that awareness is the first step, and will continue to work on finding effective solutions. We are pausing on accelerating our math curriculum, based on assessment results. Given the recent MAP growth results as well as Shelter in Place distance learning, we wanted to slow down our multi-year plan to accelerate math by ensuring that our students receive a strong foundation and mitigate any spring learning loss. We are also fielding benchmark assessments to understand what students may have missed at our or other schools last spring. We will share the results with teachers to target efforts to catch students up this fall.	(teachers and advisors) informs support for student progress

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
EBIA is a school that focuses on empowering our students to be change agents in their community and here at school. Every student is known by every adult on campus. Based on student interviews and dialogue, our upper school students, specifically those that started in 6th grade, have a strong understanding of the expected level of performance based on the standards and our innovator norms which are the foundation of our Student Learner Outcomes. They report that leading their PLP meetings requires them to understand the standards and requirements because they have to explain it to their parents. Our Upper School students report having a strong relationship with teachers and our college and career	Advisors Advisory PLP ECHO Student survey Adaptive Curriculum

readiness counselor. Students feel ownership of their education since they can choose topics that interest them and design their capstone projects. When interviewing the Lower School Students, we noticed a discrepancy between students that have been at EBIA for two years or more and newer students. All students felt a connection to their teachers but newer students could not explain standards or innovator norms. The students that have been at the Lower School for two or more years did understand standards and enjoyed leading their PLP meetings. Both in interviews and student surveys, students feel teachers provide a lot of feedback and expectations are clear. They are available during class time and during office hours.	College and Career Readiness Counselor 1:1 Office hours In class student discussions and teacher meetings Student of the Month All School Assemblies Guest Panelists

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

EBIA administers numerous formative and summative assessments to ensure that students are receiving challenging, coherent, and relevant curriculum presented with thoughtful and deliberate instructional strategies. Data is disaggregated and analyzed. Our area of growth includes identifying the "next step". Through the use of data, we know which specific students and which subgroups are struggling - now we need to identify effective instructional practices, supplemental services, and etc to impact learning.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Consistent regular formative and summative assessments
- Collection, disaggregation, and analyzation of data
- Professional Development for teaching staff around data analysis

- Regularly shares data with all stakeholders
- Enables students take ownership of their outcomes (Norms)
- A small tight knit community of teachers and students

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Create an accountability for classroom teachers to create/implement intervention & differentiation for individual students.
- We struggle with the “and then what” - increase our awareness. Still working on finding effective solutions
- The ultimate goal of data driven instruction is to teach students how to analyze their own data and make wise decisions about their learning.
- ECHO training for parents.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
EBIA believes that the entire school is collectively responsible for each student's success. Nowhere is this more relevant than family involvement and engagement in their student's learning. EBIA connects families in the following ways: ● Back To School Night and Parent/Student Handbook: Every new family attends an orientation to acquaint them with school norms, policies, and expectations. They meet the administrative, instructional and support team. They are also provided with a handbook (English/Spanish) to use as a resource and a guide. ● Purposeful Community Building: As part of our commitment to being a "family like" school, we do thoughtful and purposeful community building with students and families, as an entire school community and in small groups. There are several other opportunities for community building in special school events like Welcome Potluck, Expeditions of Capstones, Spring fest, ice cream or other socials, sporting events, school dances, fundraisers, advisory group socials, competitions and more. ● Regular communication with advisors: Advisors are the first point of contact for parents at EBIA. Parents are able to inform advisors of any issues at home or with the student, ask questions, and be able to monitor progress. ● D42 communications for students with specialized needs. Our staff working with students with IEPs or EL students communicate directly and regularly with the families to best serve students. ● Personalized Learning Plans: All families attend PLP meetings with their student and the student's advisory	Family Newsletters Volunteer opportunities Back to school night PAC PLP participation Cafelito Student of the Month Project Exhibitions ECHO Training IEP process Translator provided for PLPs and IEP meetings Distance Learning: ● Family Distance Learning Guide ● Students of Concern Tracker ● Remote SOM

twice per year in order to create and follow up on academic, college and career and SEL goals. Goals will be recorded in the PLP. ● Parent Advisory Committee: this group brings up issues, has regular communication with school leadership, gives input into decisions and regular events to stay connected. These committees also spearhead family volunteering at the school. ● Cafecito: Families are invited to attend a regular monthly informal coffee hour with the Executive Director and/or other members of the school leadership team to ask questions, learn more about the school, and address any issues. ● Weekly Newsletter: The school sends out a weekly newsletter (English/Spanish) to keep parents informed of events, reminders, and “shout outs” or recognitions of exemplary behavior or work. ● Project Exhibitions: Leadership invites families to see student work and presentations on campus during the school day. Students lead activities, interacting with families and guests. ● Translation: EBIA provides a Spanish speaking translator for IEP meetings and PLPs. We make other accommodations to the best of our abilities. EBIA hopes for parents to connect with each other to build community and has supported parent-led initiatives throughout the years. In early years, the parents created a website called ebiafamilies.org, where parents could go to find school-related information in one place. Another parent created and moderated a Facebook page for parents to interact. In recent years, another parent created another social media forum through Mighty Networks to talk to one another. We are hopeful that they will enable Spanish translation, so we can embrace it even more. We would like to find ways to involve a larger percentage of our parents, specifically those of our subgroups. We understand from survey results that parents’ busy schedules present the biggest barrier to engagement, especially with students being more self-reliant in middle and high school years. With that in mind, we are trying to find ways to engage them meaningfully. **Distance Learning in Spring/Fall 2020** When virtual school first started and we were having attendance and accessibility issues, our team actively reached out to families to address concerns. We worked with	● Variety Show ● Senior Caravan ● Promotion Live Stream ● Commencement Live Stream

families to ensure they had the tools they needed (chrome book loaners), knew how to access them (CEO directly contacted those families to help troubleshoot), and encouraged them to attend virtual classes. This saw an increase in the number of students attending classes, and as there were absences, students/parents either emailed reasons and teachers and Deans followed up to ensure students were at their next class. Parents had to become more involved in virtual learning, as the physical classroom moved home. We were nervous about an overnight transition to online learning, but after outreach and followup - parents, staff, students, and teachers collaborated to ensure strong attendance (**high 90s attendance percentage**). We continued with newsletters, and learned which modes of communication worked best for which families (email/phone/text). For our special education students, we created small classes, continued to push into regular classes, and added on-site supervision staff to this work, which allowed for more individual support and check-ins with students. For math and ELA -- different curriculum, with focus on student needs. Continued IEP meetings and family check-ins as needed. The Student of the Month Ceremony was held in grade-level meetings, not just advisories, and parents were invited to attend to watch their children be honored. We also invited our entire community to an end of the year zoom meeting that celebrated our students with teacher videos and grade level awards. Our graduation ceremony was all done virtually with a live host and families/community members in attendance with a moderated chat room for all to participate in.	

E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence

EBIA has a School Safety Plan, conducts drills, has clear policies in place, and staff are prepared for emergencies. School leaders and staff conduct visual inspection and walkthroughs, at times with consultants. We have sought expertise with respect to fire danger as well as intruder situations from the head of School Safety at UC Berkeley as well as the former Oakland Police Chief. Our students feel safe and can focus on learning. Both of our campuses need maintenance but, as renters, we are prioritizing safety procedures within the confines of existing facilities. We will be focusing on long-term facilities as a priority in the next cycle. We look forward to allocating our Prop 51 funds for construction and rehab on a site to host both our Upper and Lower School campuses. If this plan cannot be realized, we are equally committed to developing another facility plan for our program. Distance Learning posed different safety challenges than in-person. EBIA piloted Zoom as the main communication tool in distance learning. As noted in the news, Zoom saw exponential growth and experienced a number security breaches including Zoom bombing, spoofing, unknown IDs, etc. In addition to Zoom built-in security (I.e., waiting rooms, passwords, authentication, etc), we moved all student-facing staff under HIPAA-protected sub-account which encrypts the cloud data. We have come a long way in balancing the access and security demands regarding Zoom and are always looking for ways to improve. There was a learning curve in adapting all available features on Zoom to align with our practice (i.e., registration reports, breakout rooms, polls). The process for creating a safe, clean, orderly learning environment includes the development of remote teaching classroom management guidelines, taught to and reviewed with staff throughout remote learning. Management steps included proper zoom security settings, link sharing procedures, classroom norm setting, student engagement tactics and checking for student understanding. Administration responded directly to use of illicit substances, sharing of illicit images, and racist/hateful messages shared through Zoom, or other remote platforms during this time. Suspension from remote classes and restorative research projects were among tactics implemented in addressing these behaviors. COVID-19 curriculum and policies also reflect EBIA's commitment to safety and health. The re-opening plan reflects concerns that are EBIA community-specific and our plans to implement the curriculum and policies reflect the multi-pronged approach we take to ensure best outcomes for	School Safety Plan Emergency Preparedness drills Visual Inspections and walkthroughs Distance Learning: • Remote Teaching security • EBIA reopening plan • EBIA COVID-19

our students and community in these trying times.	

High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Culturally Competent Teachers and Materials Our student body mirrors the population of Oakland. Meaning, we have students from all racial, ethnic, socioeconomics and language backgrounds. Part of teaching diverse students well is having the cultural competence, and/or knowledge of their backgrounds. This goes hand-in-hand with community building and developing deep, personal relationships with students and their families. However, it also has implications for instruction, teaching and learning. Recent research shows that Culturally Relevant Pedagogy also known as Culturally Relevant Teaching (CRT) has tremendous success in working with culturally and linguistically diverse student populations. This academic success stems from CRT's belief that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, interesting, and are learned more easily and thoroughly. In addition, EBIA recognizes that schools are socializing institutions that mirror the greater society's culture, values, and norms. Thus, the unequal power relations among various social and cultural groups at the societal level are usually reproduced at the school and classroom level, unless concerted efforts are made to prevent their reproduction. We will continue to work as a community so that our school culture does not reflect and maintain inequalities. Cultural Competence (Teaching Diverse Students) is also a formal part of our teacher professional development and teacher evaluation rubric, and all staff participate in sessions in culturally responsive practices. We aim to select instructional materials that highlight a range of diverse cultures. Most importantly, because much of the learning is self-directed, students will be encouraged to learn more about one another's cultures through the books they choose to read, to write and share authentic stories from their lives and	Diverse materials Training for teachers SEL curriculum Innovator Norms Advisory Support Clubs and Sport Teams Identify Unit Graduation Requirements Full inclusion Surveys DEI surveys Restorative Justice Practices Remote Grading Policy Remote Class Schedule Capstone Project Matrix Sample ELA 10 Victorian

families, and to work together on projects. *Lower School: Transitions to Distance Learning* ● Teachers were available to students during non-class times. ● Individual student check-ins with every student. ● Staff tracked down all missing or less engaged students. ● Provided Chromebooks and support with the internet -- try to close any digital divide. ● Flexibility provided for each student. Engagement was allowed to look different for students. *Upper School: Transition to Distance Learning* ● Flexibility in academic policies and adapting the amount and rate of work assigned to students as the school model transitioned. ● Teachers increased one-to-one communication regarding assignment completion with students, focusing on prioritized skills and content. ● Teachers in advisor roles increased individual check-ins with advisees and held space to discuss current events including Black Lives Matter and Shelter in Place. ● Teachers shifted to full project-based learning during capstone, maximizing student choice and yielding an increase in student attendance/engagement. Choices for projects and content allowed for students to explore identity and topics culturally relevant to them.	Project Consent curriculum - LEADS

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
EBIA has created a supportive environment with a shared decision making process for teachers and school leaders guided by our Board of Directors. We practice mindfulness and implement the same restorative justice practices our students are encouraged to use. EBIA is one out of three charter schools in all of Oakland with a collective bargaining agreement. Our staff is small and effectively communicates with one another through emails and Slack, an instant messaging platform. We have created a culture that encourages students to speak up and families now they can speak with teachers	Letters of Support for EBIA's charter renewal Parent Survey Student Survey Teacher Survey Collective Bargaining

and administrators at any moment. *Transition to Distance Learning* One key indicator was the abundant use of Slack by staff when they had questions or problems with the transition, and how quickly everyone was responding with their tricks or hacks. The entire staff was ready and willing to support each other, and the admin was equally willing to help facilitate conversations with other community members including families and work partners. Surveys ranging from accessibility to schedule preferences were sent out from the beginning to accommodate all community members. After the first couple of weeks, due to teacher and parent feedback, many changes were made to the schedule and workload that directly reflected that feedback. As a result, we received many supportive emails from parents describing their surprise and admiration for the way we handled the transition to virtual school.	Agreement Employee handbook Slack Staff Meetings Modification of bell schedule based on feedback from student/families during Distance Learning

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.**Indicators with Prompts**

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Diverse by Design: Heterogeneous Classrooms Our school reflects our Oakland community and the larger society that our students will someday join. We maintain a common intellectual mission and a full-inclusion model where students of all demographic and educational groups are provided the same college preparatory curriculum, where students work with those that are different from themselves, and where all students are expected upon graduation to enroll in and complete college. There is no tracking at EBIA. All students, including students with disabilities and English Learners, are in the same courses and are supported as they complete high level college preparatory coursework. Students are supported by differentiated and small group instruction, as	Diverse by Design No tracking Internship Summer school

well as resource teachers. We make office hours available to all students where teachers offer individualized support to students EBIA is looking into two identified areas that creates accessibility issues for all students: ● Internships: Students are responsible for seeking out their own internship in high school. Students that come for families with connections end up with interesting internships while students coming from families without connections do not find high value internships. We are working on building relationships with enough community partners to provide high valuable internships to all of our students despite family status. ● Prerequisites for AP courses: As a small program, we cannot offer all prerequisites on campus. Examples: ○ Some students took geometry offsite during the summer in order to be ready to take AP Calculus BC by senior year. We did not have scale to offer all pre-reqs on site ○ Alg 1 in 8th grade is designed as online independent learning. Students who find independent learning/executive functioning challenging are not as equipped to take advantage of Alg 1. We are moving towards accelerating scope and sequence in 6/7th grade to get everyone to Alg 1 by 8th grade *Transition to Distance Learning* ● Schedule was intentionally flexible to meet the needs of at promise students. ● Support groups for EL and special education students in breakout rooms ● Grading was modified to be more focused on mastery of skills ● Teacher response was to focus on students who needed more 1 on 1 help during their office hours, of which there were many during the week to accommodate different schedules and modes of learning.	

Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
It is the mission of EBIA that all students are provided with a	SST/COST team

high-quality, rigorous education, including being accepted to a college or university upon graduation, or reach their full potential as determined via Individual Education Plans. There are no exceptions for this mission: it is our belief that it is the EBIA community adults' responsibility to coach and inspire every EBIA student to achieve this goal. In order to be successful with all students we must be especially thoughtful about how to support the most at-risk learners and gifted students. The following sections describe how EBIA intends to support these special populations. The program includes specific practices that support students not meeting mastery of skills or content: ● A personalized learning approach: All students have personal goals created in conjunction with their families and advisors. This includes support for struggling students outlined above. ● Differentiated and Personalized instruction: Differentiation and personalization is provided via blended learning and regular instruction. During independent learning time as well as small group instruction, teachers have the ability to create personalized learning experiences and to give each student what s/he needs as appropriate to their readiness. ● An extended school day: Office hours are provided by teachers to help support students. Teachers review key concepts and skills, answer questions and offer tutoring. Remedial support during Intersession and Summer School: Any student falling behind is provided extra hours of instruction to ensure that they master the standards ● Data driven instruction and a data cycle: Using the adaptive learning and assessments teachers know each student's level, including what content they have mastered and what supports they need. Additionally, the school administers the NWEA MAP test in August and February to determine progress. After each trimester, teachers, in teams, identify gaps in skills and content mastery and develop instructional plans to address these gaps. Teachers will engage in an inquiry cycle of data: pre-assess, teach, assess, and re-teach. ● Professional Development and High-Quality teachers: Our innovative professional development program trains and supports teachers in teaching heterogeneous populations, including EL students, low incomes students, students with special needs and	Small group instruction & Push in/Pull out services Resource classes IEP meetings PLP meetings Adaptive Curriculum

struggling students. Additionally, teachers have dedicated professional development time to discuss student progress, address concerns, and analyze the results of benchmark assessments and prepare for re-teaching based on a data cycle. Teachers have a dedicated meeting weekly to discuss students of concern. The most important systems for best supporting special populations are identification, and response to intervention. Struggling students must be identified quickly and accurately, and then effective responses to their struggles must be determined, delivered, and monitored with equal speed and accuracy. While EBIA's Special Education and ELL students are out performing OUSD's students, we still need to identify additional services for these two student groups. We also need to build in supports for students who are coming in well below grade level. Our individualized learning model is beneficial for students that struggle in certain areas or slip here and there but not for large deficits	

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
See our multi-tiered support system here Our SST/COST systems are too new to evaluate the effectiveness. We know we need more training for our teachers in implementing interventions. Our teachers have also requested higher quality push-in supports. Going forward EBIA will be implementing a teacher resident program. This could give us the opportunity to have fewer instructional aides and more specialists. *Transition during Distance Learning* ● We provided counseling and support groups through counselors. ● Student achievement and attendance was tracked constantly and students were contacted when they had a drop in either. ● Constant communication between teachers and the admin which provided a systemic response rather than	PLP IEP meetings Push in supports Progress reports mailed mid-trimester reports Summer school Office hours Counselors

a piece-meal one from all the teachers. ○ This started with advisory check ins, twice a week, to ensure students were progressing through content appropriately, while also providing a socio-emotional check-in during a time where many students may have felt alone or despondent. ● We had many systems in place to identify and address student achievement and success.	

Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
EBIA is a small school but each year we add more extra-curricular options that are initiated by students or teachers. In 2019-2020 we offered: ● Gay Spectrum Alliance ● Theatre ● Dance ● Basketball ● Soccer ● Ultimate Frisbee ● Robotics ● Student Government ● Yearbook ● Identity-based student unions ● Award winning drumline ● Student-led clubs During intersession, a range of extracurriculars are offered as introductions. Past intersession activities included mountain biking, capoeira, Lego-engineering, musical instruments, robotics, cooking, and improv. The entire student body has access to intersession activities. We have an agreement with the Oakland Athletic League (OAL). Our high school students can play for their district assign high school sports teams. Our girls teams have brought home the league champion trophy 2 years in a row in basketball. Tryouts for soccer and basketball are open to all students at Lower School. Drumline has been an early core extra-curricular at EBIA, and	Clubs Sport Teams Drumline Intersession Intersession video Another Intersession video Virtual Clubs Spring Musical: Addams Family

has remained the heartbeat of student life at Lower and now at Upper School. Led by our Dean of Students, the drumline is an example of our staff sharing their talents and passions with the students. Our students, many of whom had no prior experience with drumming, have performed at local and regional sporting events, festivals and other celebrations in the community. We are thrilled that a version of it will continue during distance learning. Another tradition and outlet for creativity at EBIA is the annual spring musical at Lower School, which offers students not only an opportunity to sing, dance and act, but also produce, build sets, and manage sound. As we continue with distance learning in the fall, we are prioritizing student connections and social development through virtual clubs. They are academic (executive functioning, science olympiad), athletic/nature-oriented (soccer, yoga, Get Fit, animal crossing), creative (arts and crafts, circus, board games, video games, memes), and community-oriented (Phoenix Rising, news, LGBTQ+ and allies). While they appeal to students' interests, they also reinforce the SLOs as students lead, innovate, manage their pursuits. We have built clubs into the distance learning school day to generate high levels of engagement.	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

EBIA is a small school with a tight knit community. We want parents to partner with us through their child's academic and social-emotional development. EBIA provides parents with numerous opportunities to participate in a meaningful way. To the best of our ability, while in a temporary rental space, we provide a clean, safe, orderly facility that nurtures learning. As Prop 51 awardees, once the red tape clears, we will construct a new facility that can house our Lower and Upper Schools on the same campus. We believe having a space of our own designed to enhance our instructional model will positively impact our school culture and support for student personal and academic growth.

Now that EBIA serves grades 6-12, we increased our systematic approach to support student growth academically, behaviorally, and socially/emotionally for every student by continuing to provide resources and programs. We adopted restorative justice practices, implemented Innovator Norms, and a robust SEL curriculum to create and set behavioral expectations. While the systems are in place, EBIA needs to ensure they are consistently administered by the entire teaching staff.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Inclusivity
- Parent Volunteering (Lower)
- Robust Safety protocols for emergencies and incidents (Upper)
- Cultural Responsiveness
- Diverse Materials
- Advisory relationships
- College and Career Readiness Director's programs

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Parent Tech Support in general but specifically for ECHO
- Consistent and clear consequences other than suspensions/dig deeper into reasons and root of repeated behavior (Lower)
- Mentorship programs
- Systemic strategies for students with special needs

- Continue to develop and increase our extracurricular offerings, including sports
- More training and implementation on Restorative Justice
- Engage a diverse group of parents, specifically EL and African American families

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Upon the completion of EBIA's self-study, our community identified the following major student learner needs based on an analysis of our data, school profile, and a deep evaluation of our curriculum, instruction, operations, school culture and climate, and assessment:

Not all subgroups are Growing and Thriving at EBIA:
EBIA will focus on increasing support for our EL, SPED, Hispanic/Latinx, FRL, and African American subgroups. Outcomes will be reflected in above average (locally/regionally/nationally-normed) academic growth for subgroups as well as proficiency measured by SBAC, resulting in confidence and higher perception of self as measured through culture and climate surveys.

Lack of robust offerings (i.e., courses, extra-curricular, work-based learning), stable policies and programs, and space that is not best fit for program resulting from start-up and small scale.
EBIA will transition from the startup phase to a thriving program, building on current successes, learning from previous missteps, and providing more resources to staff, families, and students. These include:

- Identifying additional funding sources
- Safe and welcoming facilities that will support our unique program
- Additional course offerings
- Full scope-sequence plans
- Extra-curricular expressions (sports, arts, clubs)
- Solidify community partnerships for internship opportunities,
- Work-based learning

Uneven parent and community support and guidance that impact student experience and outcomes.
While EBIA had strong ties to our parent community before the pandemic, the transition to Distance Learning has put a spotlight on the strength and benefits of parents/family being intimately involved with their child's education. EBIA would like to foster and build on these relationships. It also highlighted the uneven supports students receive at home. EBIA will maintain and build upon these connections with parents and provide supplemental services for students, such as mentoring.

Chapter V: Schoolwide Action Plan

As a charter school, our LCAP serves as our single plan for student achievement (SPSA). Since the 20-21 LCAP was suspended, we will ensure our findings and Schoolwide Action Plan are aligned with our 2021-2024 LCAP.

Goal #1: Increase supports for subgroups to ensure all students GROW and THRIVE						
LCAP Goal Alignment: To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.		**Schoolwide Learner Outcome Alignment**: Innovation and Design Collaboration and Communication				
Measurable Outcomes:	**Baseline - 19/20**	**20/21**	**21/22**	**22/23**	**23/24**	**24/25**
# of student check-ins for students behind in academics	not tracked yet					
Individual student academic growth relative to local/regional/national norms						
Chronic Absenteeism Rates (CA Dashboard)	● ALL: Orange (5.2%) ● African American, Hispanic, SED: Orange ● SWD: Green ● White, 2 or more: Blue					
Suspension Rates (CA Dashboard)	● All: Red (5%) ● Africa American, SWD, SED: Red ● EL, White, Hispanic: Orange					

	• 2 or more Race: Blue					
Graduation Rates (CA Dashboard)	94%					
ELA Results on the CA Dashboard	• All: Green • EL: Red • SWD, Hispanic: Orange • African American, SED: Yellow • 2 or more, White: Blue					
Math Results on the CA Dashboard	• All: Yellow • EL, SWD: Red • Hispanic, African American, SED: Orange • 2 or more, White: Green					
English Learner Progress on the CA Dashboard	• 38.5% making progress towards English Language Proficiency					
Student Survey Results: Baseline 2019-20						

SEL metric	Lower School (19-20)	Upper School (19-20)
Climate of Support for Academic Learning	66%	75%
Knowledge and Fairness of Discipline, Rules and Norms	60%	56%
Safety (physical and emotional)	55%	74%
Sense of Belonging	50%	52%
Classroom Effort	66%	58%
Emotion Regulation	45%	45%
Grit	56%	51%
Learning Strategies	55%	48%
Social - perspective Taking	45%	37%
Growth Mindset	68%	62%
Self-efficacy	56%	46%
Self-management	62%	60%
Social awareness	60%	59%

Color Key

	Well above national average

	Above national average
	Average
	Below national average
	Well below national average

Map Growth Data - Baseline 2019-20

Group	MATH % prof. On SBAC	MATH % prof on SBAC or 1 year of MAP growth	ELA % prof. On SBAC	ELA % p on SBAC 1 year o MAP gro
6	49%	80%	64%	91%
7	49%	86%	48%	86%
8	47%	77%	53%	81%
9	NA	69%	NA	66%
10	NA	84%	NA	83%
11	50%	97%	74%	97%
FRL	32%	79%	41%	82%
EL	0%	74%	17%	65%
IEP	13%	69%	23%	87%

African American	24%	77%	40%	80%
Asian	63%	93%	62%	93%
Latinx	29%	78%	39%	80%
Two or More	60%	85%	69%	92%
White	73%	88%	75%	94%

Action/Service	Responsible Person(s)	Timeline
Create IEP/EL support ● Culturally responsive curriculum and/or access ● Intervention groups ● Redesign bell schedule to allow for targeted interventions ● Create resource groups at Upper School ● Build a relationship with Summit Teacher Residency to allow for higher quality intervention ● Revise office hours to assign students to specific skill interventions instead of optional hours ● Math / Literacy focus for small groups ● Revise summer school program to target specific developmental needs ● Lower School - Provide targeted small group skill work instead of online credit recovery ● Shared literacy strategies - 3P's	SLT/Teacher/Instructional Aides/Teacher Residents	Summer 2021
Program Review Reconcile the inherent tension between "Inclusion" vision and our emphasis (SLO) on agency?	Teachers/SLT/counselors	Summer 2021/ongoing

● Provide PD so all teachers should be able to deliver the intervention in an inclusion model through increased differentiation. ● Refine system requirements		
Consistency and Cohesion across the entire program, not all practices are implemented in all classrooms. ● Develop project resources to have full scope, implementable PBL for teachers to use ● Create accountability for classroom teachers to create/implement intervention & remediation plans for individual students. ● Provide more PBL training to new staff ● Ensure all teachers have created a scope and sequence for courses	Teachers/SLT	Summer 2021/ongoing
Develop Supports for Struggling Students ● Identify resources for struggling students ● Provide PD for teachers ● Focus on school-wide literacy strategies in all topics (including math) which helps students break down complex word problems and access content using a visual organizer ● increased the number of instructional aides and focus on placement in math courses ● Increase in the consistency of math instruction using CPM text which build from year to year (rather than disparate math curriculums planned by individual teachers) ● Pull out intervention at the lower school to support literacy	SLT/Teachers/Instructional Aides	ongoing
Culturally responsive and relevant curriculum		

Goal #2: Scale up to reach operational stability to provide robust options for EBIA students

LCAP Goal Alignment: To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.		**Schoolwide Learner Outcome Alignment**: Agency Collaboration and Communication				
Measurable Outcomes:	**Baseline - 19/20**	**20/21**	**21/22**	**22/23**	**23/24**	**24/25**
# of clubs, sports groups, affinity groups and other school events	Not currently tracking					
Increase Upper School enrollment	268					
# of teacher and student initiated extracurricular activities	Not currently tracking					
# of available internships	<10					
# of course offerings in all subjects	33					
% of teachers retained from year to year	87%					
% of students retained from 8th to 9th grade in 6 years	35%					

Action/Service	**Responsible Person(s)**	**Timeline**
Find a stable, safe facility	ED/board	2020-2025
Expand course offerings	Principals, Director of College and Career Readiness, Asst Dean of instruction	Each year
Create scope and sequence for each course and subject	Teachers, Principals, Asst Dean of Instruction	2020-2025
Refine intersession offerings	Ops team, SLT	Each year
increase extracurricular offerings	Teachers, students	Beginning of each year
Expand Linked Learning	Linked Learning Team	2020-2021

Name the cohorts instead of using generic grade/number tags to create a sense of identity	SLT	Summer 2021
Continue to reflect on /revise the advisory program ● Increase length of time spent in advisory (19-20 only 15 min/day at lower school, move to 30 min/day) ● Integrate advisory lessons and school policy around cyberbullying ● Professional development training for advisors o Around restorative justice / leading an advisory o SEL competencies o Develop conflict mediation training for teachers and students	Advisory teachers/deans/SLT/counselors	Summer 2020/ongoing
Create more opportunities for school culture building ● Build Phoenix Games competitions from 1-2/year to 5 times per year ● Build lower school sports program from co-ed football / basketball / soccer to add volleyball, track and/or softball or baseball ● Create SWAG to feel part of the community ● Solidify key “capstones” to school culture in yearly calendar ● Springfest, Intersession, mid-year student project presentations to parents and community, capstone	Director of College and Career Readiness	Summer 2020/ongoing
Increase both internal and external marketing/PR ● College acceptances ● High value ‘boutique’ choice ● Alumni talking ● Student Tour Guides	SLT/Director of College and Career Readiness	ongoing
Increase leadership roles for students at school ● Upper School students become LEAD mentors to support underclassmen ● Build capacity for student government to take ownership of school policy and decision-making - through leadership and policy-building opportunities	Student Council Government/Counselors	ongoing

Provide training to teach students how to analyze their own data and make wise decisions about their learning. ● Increase engagement in the PLP process ● Involve families in the process	Advisors/SLT/Counselors	ongoing
Develop programs for graduates ● Alumni database ● Alumni speaking opportunities ● College tours lead by Alumni ● Include College acceptance on website and in recruitment materials	Director of College and Career Readiness	Summer 2020
● Develop consistent and clear consequences other than suspensions for all teachers and staff to implement ● Clearly communicate new expectations to students and families	SLT/Dean/Counselors/All Teachers/	Summer 2020
EBIA should help identify “real-world” opportunities students ● Students are responsible for arranging their own internship which can perpetuate a cycle of inequality and inequity. Ideally, EBIA can have on-going partnerships with local business to provide opportunities ● Developing an industry board to help build capacity for authentic project partners	SLT/PAC/Families/Counselor/Board of Directors	On-going
Develop School Attendance Review Board procedures. ● Transportation is a big barrier for some students, so we are working with OUSD to get bus passes for students	Counselors/SLT	On-going

Goal #3: Develop parent and community partnership that embody our mission to support student success at EBIA.						
LCAP Goal Alignment: To offer families a coherent 21st-century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland.		**Schoolwide Learner Outcome Alignment**: Collaboration and Communication				
Measurable Outcomes:	**Baseline - 19/20**	**20/21**	**21/22**	**22/23**	**23/24**	**24/25**
# of system (ECHO)/teacher communications regarding classroom success	Not currently tracking					
# of parent education forums where parent can share best practices	Not currently tracking					
# of parent involved at PAC initiatives	Not currently tracking					
# of students connecting with Senior mentors	Not currently tracking					
% of parents completing the survey	24%					
% of Parents feeling barriers to Engagement	80%					
% of Families that become involved with and interact with their child's school.	17%					
% of Families with positive perceptions of the amount of academic and social support that they provide their child with outside of school.	58%					
% of Families with positive perceptions of the overall social and learning climate of the school.	58%					
% of Families with positive perceptions of how well a school matches their child's developmental needs	49%					
Action/Service		**Responsible Person(s)**				**Timeline**
Create an easier system for parents to turn in paperwork		front office/director of operations				ongoing

Find funds to sponsor parent volunteer Live Scan - potentially Ed Fund	PAC	ongoing
Publicize college success	Director of College and Career Readiness	ongoing
"Thank you" - Create system to acknowledge, recognize and thank parent participation, perhaps by name. Might encourage others to participate	SLT/front office	ongoing
Develop specific asks/roles for parents instead of general "volunteer" ask, specifically roles that do not require being on campus	SLT/PAC	ongoing
Parents feel barriers to engagement, the biggest barrier is the parents are too busy. Research the possibility of webinars, online trainings, etc.	SLT/front office	ongoing
Provide training on ECHO ● Maybe a video ● A webinar ● Teach the students to teach the parents	SLT	Summer 2021
Parent education/sharing on related topics	PAC/SLT	After SY launch each year
School and student information sharing	Ops/SLT	ongoing
Identify ways EBIA can connect parents/build community	SLT/PAC	ongoing