

EBIA Moving Forward

WASC Self-Study and Action Plan

August 2020

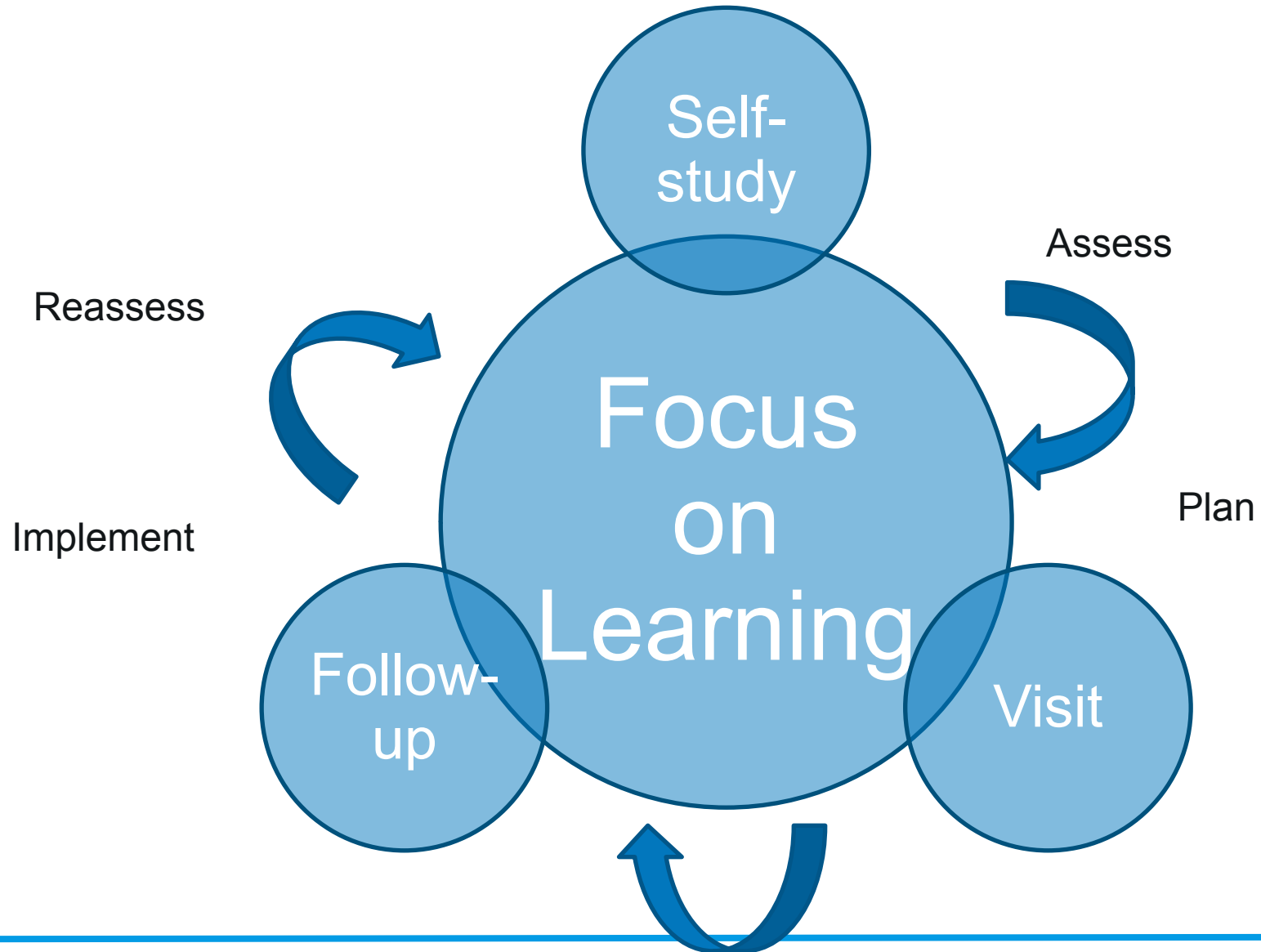


EAST BAY
INNOVATION
ACADEMY

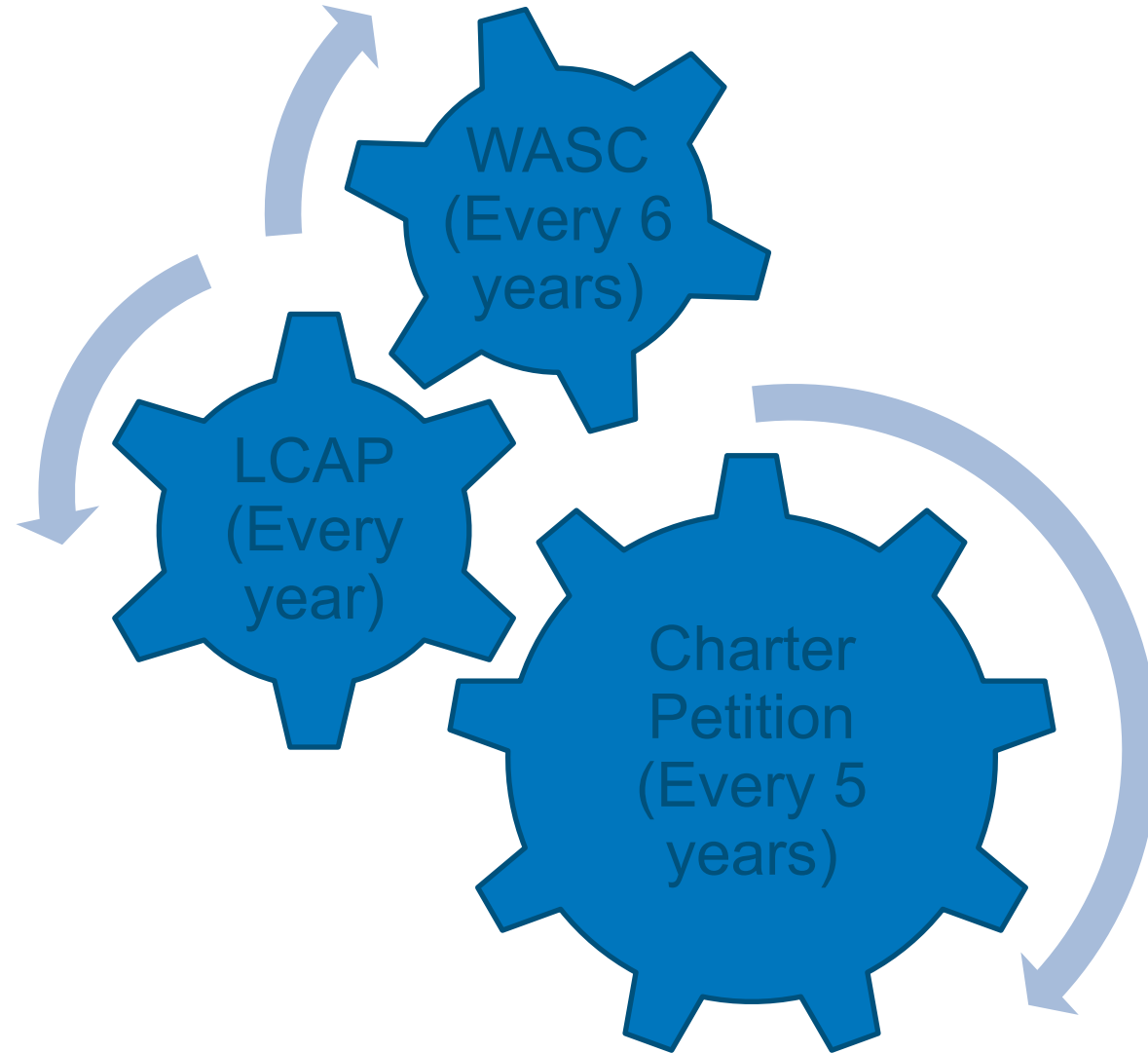
Agenda

- Process
- Schoolwide Learner Outcomes
- Major Student Learner Needs
- Areas of Strength
- Areas of Growth
- Action Plans

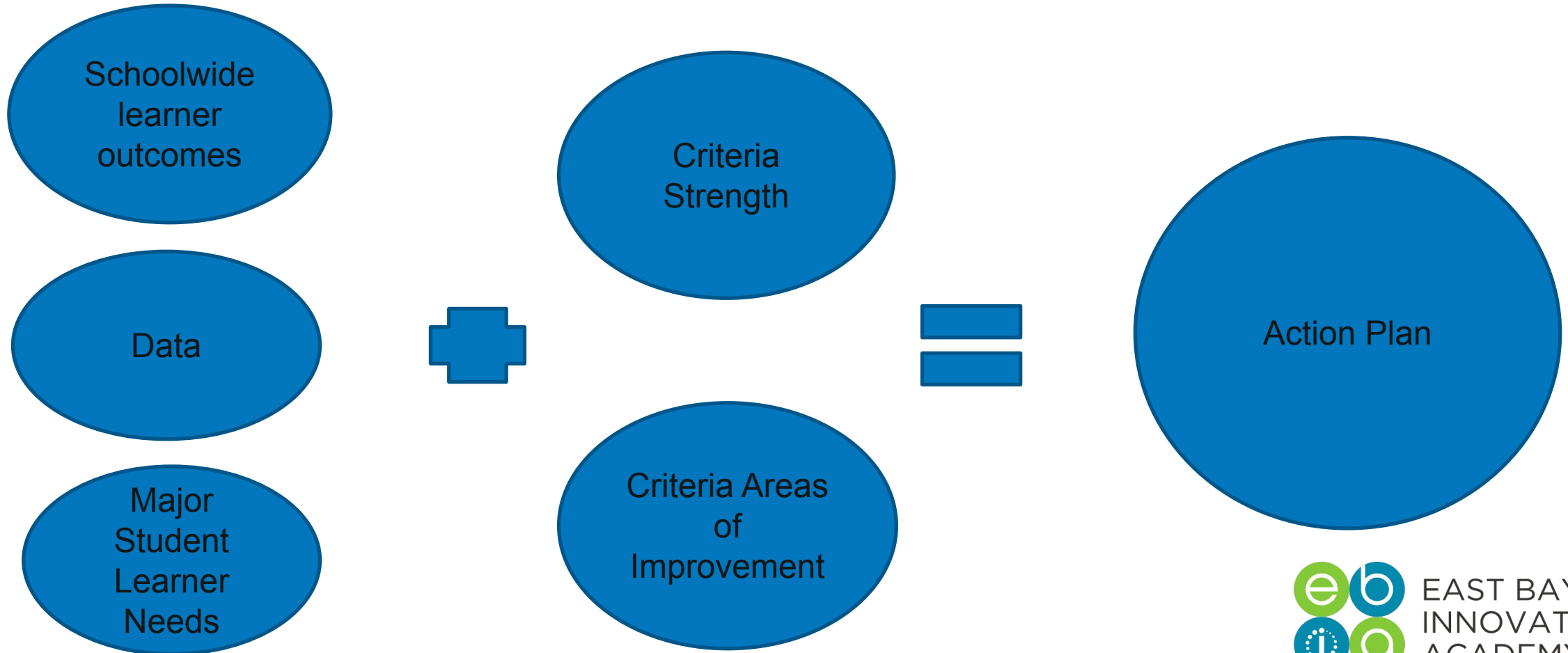
ACS WASC FOL Accreditation Cycle of Quality



WASC + EBIA



Where are we in the process



Significant Dates

12.17.2019

Pre-visit: Our WASC committee chair will be visiting both campuses and meeting with staff.

8.31.2020:

Completed self-study due to WASC Committee.

10.12.2020 – 10.14.2020

WASC Visit: A 3 - 5 person WASC committee will virtually visit EBIA's campuses for 3 days. The committee will:

- Conduct interview students, parents, teachers, staff, and board members
- Perform Classroom visits
- Review student work
- Be virtually present on campus to get a feel of EBIA's culture and climate

Schoolwide Learner Outcomes

- **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 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 takes ownership of their learning and embrace a growth mindset to*
 - Seek challenges and feedback
 - Actively participate and grow from setbacks
 - Monitor and adjust individual role to positively influence the ups and downs of the classroom/home community

Data

- CA School Dashboard
- Pass/Fail rates
- MAP Growth
- PSAT/SAT scores
- AP scores
- AP capstone results
- Graduation outcomes
- Survey results

Major Student Learning Needs

1. Not all subgroups are growing and thriving (i.e., EL, SPED, FRL, demographic groups).
2. 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.
3. Uneven parent/community support and guidance that impact student experience and outcomes.

EBIA Areas of Strength

- Alignment of mission, LCAP goals, norms, Common Rubric, SLOs
- Professional teaching staff that believes in the program and enjoys the freedom of autonomy/creativity within the curriculum
- A program that prepares students for 21st century college and career
- Clear and aligned assessment that measure SLOs and enables self-reflection and peer-review
- Instructional model that integrates on authentic learning, problem solving, and design thinking
- Individualized approach to teaching and learning
- Focus on collaboration and social and emotional growth

EBIA Areas of Growth and Improvement

- Limited resources to facilitate retention of staff, upgrade facilities, improve programs
- Growth in particular for EL students
- Onboarding a diverse group of families to our innovative way of teaching and learning
- Scope and sequence not yet complete (staff turnover in earlier years)
- Inequity in internship opportunities which are self-arranged
- Culture and climate: sense of belonging and pride in school community as a new, small school

EBIA Action Plan

Action Plan	Measurable Outcomes
<p>Academic supports for student subgroups (EL, IEP, demographic groups)</p> <ul style="list-style-type: none"> • Structural space for check-in and targeted support • Adaptive curriculum (blended platforms) • Culturally responsive and relevant curriculum • Credit and skill recovery • Accountability and encouragement through relational ties • Implementation of restorative practices 	<ul style="list-style-type: none"> • # of student interventions and supports for students behind in academics • individual student academic growth relative to local/regional/national norms (MAP, SBAC) • Higher perception of self on student surveys • Communication to students and families
<p>Scaling up to reach operational stability</p> <ul style="list-style-type: none"> • Upper School enrollment • Facility planning • Program offerings (Course offerings, Intersession, Linked Learning, internships, extra-curriculars) 	<ul style="list-style-type: none"> • Increase in Upper School enrollment, including Lower to Upper retention • Long-term plans for facilities • # and quality of course offerings in all subjects • # of available internships • # of clubs, sports groups, affinity groups and other events
<p>Parents and community as partners in learning</p> <ul style="list-style-type: none"> • School and student information sharing • Connecting parents/building community • Parent education/sharing on related topics • Advisory PD and alignment • Senior mentors 	<ul style="list-style-type: none"> • Streamline communication from school to family • # of system (ECHO)/teacher communications re academic success • Attendance/involvement at PAC initiatives • # of parent education forums where parents can share best practice • # of students connecting with Senior mentors