East Bay Innovation Academy

PROGRESS REPORT

EBIA Upper School

3800 Mountain Blvd.
Oakland, CA 94619

EBIA Lower School

3400 Malcolm Avenue.
Oakland, CA 94605

Oakland Unified School District

June 1, 2023

Accrediting Commission for Schools
Western Association of Schools and Colleges

CONTENTS

I: Student/Community Profile Data

Include the following:
- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**
- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**
- ➔ **Note**: *Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

School Profile

EBIA is a free public charter campus open to all students who apply. Our belief in equity means that a diverse population of students engage in a STEAM-focused education that is grounded in empathy. Students use the tools of design thinking to gain exposure to a variety of different issues and experiences through the core curriculum and intersession, all designed to help students to imagine and create their vision of a better world.

Academic Program

EBIA is a rigorous STEAM (Science, Technology, Engineering, Art and Math) school with a unique focus on the social and emotional skills students need to be leaders. Students will learn to be problem solvers and strong advocates who work together and take responsibility for their own learning.

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 art and design classes, rigorous math and science requirements and "maker time."
- **Rigorous Academic Course Overload:** 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 "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.
- **Intersession Programming:** 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 school vision and mission is accomplished through the following beliefs:

- **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.

- **Our Vision:** EBIA is rethinking how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the "best" ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

Schoolwide Learner Outcomes
The following 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.

Student Demographics
Now in our ninth year of operation, we serve 540 students and will celebrate our third graduating class this summer. Our student body comes from every zip code in Oakland and matches the demographics of the city as a whole: 18% Latinx, 22% White, 25% African American, 25% Mixed Race, 6% Asian, and 4% 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 %	2018-19	2019-20	2020-21	2021-22	2022-23
Hispanic	29%	30%	36%	38%	18%
African-American	20%	23%	25%	25%	25%
White	29%	26%	20%	18%	22%
Asian	6%	5%	6%	7%	6%
Two or More Races	14%	14%	12%	11%	25%
Other	2%	2%	1%	1%	4%
Free/Reduced Lunch	25%	31%	37%	39%	34%
ELL	5%	6%	8%	8%	8%
Students With Disabilities	17%	14%	17%	17%	18%

Faculty/Staff Demographics

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, which is broken down as follows: 20% of our staff are African-American, 24% are Hispanic, 15% Asian/Pacific Islander, 1% two or more races, and 40% White. We are also proud to have both male and female educators inspiring our students at each grade level.

Faculty/Staff Demographics		
Population	Total Teachers	Total %
Hispanic	13	24%
African-American	11	20%
White	22	40%
Asian	8	15%
Two or More Races	1	1%

Student Achievement - SBAC Proficiency Data 2019-2021

The chart below shows SBAC proficiency data at EBIA over a 3 year period: 2018, 2019 (N/A, COVID), 2020, 2021. This data shows lower proficiency ratings in almost every grade level and subgroup. The biggest concern is the performance of our students with IEPs and Black/African American students

according to proficiency data. These groups have the lowest proficiency in both Math and ELA as compared to all other groups.

SBAC Student Achievement Data 2018, 2019 (N/A, COVID), 2020, 2021						
Group	Math Prof % On SBAC 18-19	ELA Prof % on SBAC 18-19	Math Prof % On SBAC 20-21	ELA Prof % on SBAC 20-21	Math Prof % On SBAC 21-22	ELA Prof % on SBAC 21-22
6	50%	65%	16%	41%	26%	43%
7	49%	48%	36%	55%	26%	38%
8	48%	53%	47%	64%	27%	41%
9	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A
11	50%	78%	49%	71%	30%	50%
12	N/A	N/A	N/A	N/A	N/A	N/A
FRL	22%	39%	20%	38%	14%	32%
EL	52%	59%	38%	60%	29%	46%
IEP	13%	24%	7%	24%	12%	9%
African American	41%	24%	13%	29%	10%	26%
Asian	65%	62%	67%	64%	47%	68%
Latinx	29%	40%	27%	50%	21%	40%
Two or More Races	61%	69%	50%	70%	35%	51%
White	73%	76%	61%	86%	57%	62%

Student Achievement - SBAC & 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.

SBAC Proficiency & MAP Growth Data SY2021-22				
Group	Math % Prof. on SBAC	Math 1 year of MAP Growth %	ELA % Prof on SBAC	ELA 1 year of MAP Growth %
6	26%	82%	43%	31%
7	26%	29%	38%	21%
8	27%	35%	41%	43%
9	N/A	13%	N/A	20%
10	N/A	20%	N/A	24%
11	30%	18%	50%	7%
12	N/A	21%	N/A	12%
FRL	8%	24%	26%	55%
EL	29%	25%	46%	27%
IEP	12%	19%	9%	43%
African American	10%	25%	26%	38%
Asian	47%	15%	68%	29%
Latinx	21%	29%	40%	24%
Two or More Races	35%	45%	51%	24%
White	57%	28%	62%	23%

Summary of Data with Implications and Critical Learner Need

The data provided in the chart above from SBAC and MAP are from Spring 2021. The MAP data shows 1 year of MAP growth (8+ RIT points) from Fall 2020 to Spring 2021 When digging into standardized testing data for both proficiency and growth, a few things stand out:

- The SBAC and MAP data for SY2021-22 shows that there is a disparity in academic proficiency among different student groups in both Math and ELA.
- EL students are showing the lowest percentage of Math proficiency on SBAC (0%) and also have the lowest percentage of ELA proficiency on SBAC (2%).
- This data shows that our EL students and those with IEPs are significantly more at risk than others. EL students are making reasonable growth on one year of MAP, but that varies widely between students.

- In 2022-23, we continued to make progress with EL students through individualized, small group instruction during ILT periods with a focus on developing literacy skills. However, as an admin team, we need to offer more opportunities in PD to review strategies and support for EL students.
- Reviewing the SBAC data in summer of 2022 allowed the admin team to identify a need for increased literacy instruction for all students. This need was addressed by supporting all students with writing across the curriculum by focusing on standard alignment across all grade levels.
- In response to the outcomes for students with IEPs, our team has begun targeted support in class and during ILT periods to focus on skill recovery. At the Upper School, students with IEPs receive additional ELA and Math support classes 3 times per week throughout the school year. This class is used to provide students with individual support that focuses on building skills and reviewing content covered in other classes.
- In response to the gap we observe across demographic groups, specifically with our Black students, we have focused on academic ownership across all classrooms that hold teachers accountable to designing lessons where students are taking on the cognitive heavy lifting. While students are offered support, check-ins, and revision opportunities, teachers are asking students to take on the doing and understanding of the learning.
- From a culturally responsive teaching perspective, we have focused our PLC meetings, staff meetings, and PD sessions around identifying and implementing ways to create classrooms and conditions that enable black students to feel successful as writers, readers, and learners.
- Taking this student-centered approach by focusing on academic ownership and culturally responsive teaching has helped to guide teachers in the process of understanding the needs of individual students to then identify the skill gaps students need to close to master the content presented.
- As we move into the 2023-2024 school year, we will continue to support critical learner needs through alignments to standards, formative assessment throughout the year to monitor student progress, and differentiated instruction to meet the individual needs of students.
- Lastly, SEL time has been used to help motivate students and hold them accountable to personal goals and academic achievement. With once a month students-of-the-month celebrations, we are able to recognize effort and growth across subject areas. Personal check-ins with advisors serve as accountability for students, which is particularly helpful for those who need additional support.

Staff Data Analysis

At EBIA, staff participate in data-driven inquiry cycles to review SBAC and MAP data throughout the year. This analysis is used for program review and instructional planning. To support the professional learning process, teachers are provided with the following data analysis template, which is intended to organize information, review schoolwide performance data over a 3 year period, and provide reflective questions regarding trends and support.

<u>Reflective Questions</u>
1. What do you observe about the trends and patterns in the overall scores?
2. What observations are consistent with your expectations or predictions?
3. Are there any patterns that emerge across grade levels and subgroups or by content area?
4. What are the problems of practice suggested by the data?
5. What are our key conclusions? What recommendations does the team have for addressing the problems of practice?

Increased Student Supports
Analysis of 2021-2022 SBAC and MAP testing data revealed gaps in student achievement for our most vulnerable learners: English Language Learners, students with IEPs, and Black students. Identifying the groups that are being underserved and underperformed made it clear that as a school, we needed higher accountability and more streamlined systems to see measurable gains in student progress. As a leadership team, we went through a problem of practice protocol and identified the following schoolwide priorities:

- We will build a rigorous, standards-based, vertically aligned 6-12 curriculum.
- Our African-American students will thrive socially, emotionally, and academically.

These schoolwide priorities were then used to structure staff meetings, personal learning communities (PLC), and set professional development goals that focused on increasing support to improve academic proficiency for all student groups. Here is what we accomplished through professional development and alignment to our schoolwide priorities this year:

- Professional Learning Communities (PLCs) were established at the upper and lower school.
- We have hired and worked with Shannon Wheatley from Lane 9 Consulting to design and lead a series of professional learning experiences to support us to better understand and take action on both of these priorities.
- PD sessions throughout the year focused on looking at student data disaggregated by race; discussing [The Opportunity Myth](); understanding identity and examining biases; and refining our equity problems of practice for 22-23.
- A Curriculum Design Team was established with a mix of Humanities and STEM teachers as the upper and lower school levels to meet with teachers for coaching purposes, support teachers in standard and skill alignment in planning, and lead a series of workshop sessions focused on on unpacking standards to improve writing across the curriculum in ELA, History Math, Science.
- We have launched a new Teacher Coaching and Support system that includes the use of the [TNTP CORE Teaching Rubric](), which explicitly looks for rigor in student work and engagement.
- A coaching and observation cycle for teachers was established that includes bi-weekly planning for observations and coaching meetings.

Through consistent coaching, professional development, and PLC's, teachers were able to identify the following supports to help students become more confident and proficient writers:

- Reading intervention strategies across all classrooms such as differentiated content, learning scaffolds, and a variety of ongoing assessments to measure student progress.
- Standard alignment to improve academic proficiency for all student groups by providing targeted instruction and support in writing and aligning instruction with academic standards.
- Increased writing supports and to help students develop the skills needed to effectively communicate their ideas and thoughts through writing and in other forms of communication. This was done through an increase in instruction in the areas of grammar, sentence structure, organization, and academic and content vocabulary.
- In order to support students to incorporate feedback into their work, teachers employed the comment function on Echo to provide written feedback and held individual conferences to review revisions
- A schoolwide writing benchmark was designed by the CDT Humanities and STEM leads that was used to collect writing data. All student writing was reviewed by content teachers and scoring was normed on a rubric. This data allowed teachers to identify additional supports and create small groups that allowed for additional scaffolds, writing interventions, and additional student-teacher conferencing.

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Significant Changes and Developments

Since the last full WASC visit, we have expanded our school curriculum to include new programs such as Ethnic studies and Health courses, as well as Dual enrollment in college courses. Here are a few of the Upper School highlights from this school year:

- AP Capstone Offering
- PLTW (Project Lead the Way) CS Courses
- Genesys Partnership (Full Paid Internships)
- Diverse by Design
- Science Olympiad Participant
- High A-G Completion Rate for Students of Color above 90%
- High Graduation Rate for Students of Color above 90%

Linked Learning Pathway

The Linked Learning Pathway has also been expanded to include new elective options such as Linked Learning Ambassadors, Robotics, Cybersecurity, and CSDI 4: Senior Seminar. The pathway we follow and align to is as follows:

- Pathway: Computer Science and Design Innovation - Software Development Pathway
- Industry Sector: Information and Communication Technologies

Linked Learning Pathway Mission

EBIA Upper School is a "Computer Science and Design Innovation" Linked Learning pathway which aims to prepare a diverse group of students, who reflect the Oakland community, to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

Pathway Vision

We strive to support students in using Information and Communication Technologies to design, innovate, and create change within our community. This focus allows us to integrate college-prep coursework with CTE (career technical education) and the social and emotional skills students need to be leaders and changemakers. Students learn to be problem solvers who utilize computer science, technology and the design process to create innovative solutions for the issues faced by their community. When students leave EBIA they are ready for college, to pursue a career in computer science or a design field, and to be leaders in whatever path they choose.

Linked Learning Pathway Accomplishments:
- Developing a course sequence that progressively develops students' skills within the pathway and partnering with the Project Lead the Way to align our curriculum.
- Working with our College and Career Readiness Counselor to create more opportunities for college visits, college prep, and family & student nights to prepare for life after high school.
- Expanding the materials in our Learning Lab to include more hands-on tools to bring learning to life such as 3D printers, laser cutter, Robots, PiTops, and other equipment that allow students to showcase their learning and abilities.
- Exiting Probationary status and Achieving Silver Certification for Linked Learning Alliance.
- Expanding number of internship opportunities to include several paid internships for Seniors through a partnership with Genesys Works.
- Expanding course offerings to include CS elective courses such as Cyber Security and Robotics.

During the past year, there has been a significant emphasis on incorporating more work-based learning experiences across various grade levels. In the upcoming school year, we intend to expand opportunities for internships and work experiences for students. As we further develop this program, our goal is to hire high-quality teachers to fill open computer science roles in a competitive job market in the Bay Area, competing against the tech sector to attract top talent.

Student Enrollment

In terms of student enrollment, there has been a decrease in enrollment in 6th grade, while the 9th-grade class has increased in size. The 2022-2023 Enrollment for 6th grade was 76 students. We are hoping to backfill 24 spaces for the rising 7th grade class in the 2023-2023 school year.

2023-2024 Enrollment Update								
2023-2024	6th	7th	8th	9th	10th	11th	12th	Total
Registration Complete **or** In Progress	109	10	5	82	8	0	0	214
Total Spaces	110	24	5	90	12	0	0	241
Waitlist	1	0	1	3	0	6	5	16

	6th	7th	8th	9th	10th	11th	12th	Total
2022-2023 Total Enrolled	76	109	102	74	60	36	63	520
2023-2024 Total Enrolled as of 5/1	97	81	113	75	81	60	36	543

Credentialing

At EBIA, all teachers currently 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. Here is a current breakdown of authorization and assignment of our current teaching staff:

Authorization/Assignment	School Number 21-22	School Percent 21-22	School Number 22-23	School Percent 22-23
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	56%	23	77%
Intern Credential Holders Properly Assigned	1.5	5%	0	0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8	27%	6	20%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	0	0%
Unknown	3.5	12%	1	3%
Total Teachers	29	--	30	--

During the 2022-23 school year, we have increased the number of teachers that are in progress of being fully (preliminary or clear) credentialed by 21%. The 6 teachers without credentials and misassignments ("ineffective" under ESSA) have LAO's and currently hold a multi-subject credential. Here are a few other ways we are supporting staff and working to increase our number of fully credentialed teachers:

- We are working with a credential analyst this year to support our new, less experienced, or out of state teachers to become fully credentialed.
- Teachers are provided with mentor coaching to begin the TIP (teacher induction program) each year as a pathway to receiving a clear credential.
- To support teachers with the credentialing process, EBIA will fund up to $3,500 per ETA member (teachers and non-teachers) toward essential credentialing and licensing costs. This will include reimbursement for CSET fees ($250), CSET prep courses, CTE credentialing requirements, CTC feed, preliminary credential tuition, tuition assistance, and clear credential costs.

Staffing Changes 2022-2023

The following positions have been added during the 2022-2023 school year:

- Interim Executive Directors - Michelle Cho, our former Executive Director, stepped down from this position at the end of the 2021-2022 school year. In the spring of 2022, the EBIA community performed a full search to find the right candidate for our open position. Due to a timing conflict with the candidate's availability, the board decided to allow the candidate to start the job at EBIA at the start of the 2023-2024 school year. In the meantime, the EBIA board hired a part-time, off-site interim Co-Executive Director team, Jenna Stauffer and Carolyn Gramstorff, who have done incredible work this school year to lead EBIA's program. We are delighted to announce and extend a warm welcome to Miranda Thorman, our new Executive Director, who will be joining the EBIA team in July 2023.
- Director of Academic Programs - This role was added for the 2022-2023 school year to support strategic planning, data reporting, and goal-setting. This team member oversees the successful implementation of academic programs, including school year, intersessions, and extended school year. This role is also responsible for evaluating instructors, conducting academic assessments, analyzing data, and using it to drive instructional development.
- Director of Linked Learning and Pathways Coordinator - This role has been added to support the development of our Computer Science and Design Innovation themed pathway throughout all courses and school by raising awareness among all staff and students, collaborating with teachers to plan and implement pathway themed cross-curricular projects within core classes and our annual Capstone project, managing the pathway ambassador team, managing the work toward Silver and Gold certification, and partnering with the principal to ensure fidelity to Measure N/H Education Improvement Plan.
- Tier 1 Behavior Specialists - This staff member responds to Tier 1 needs in classrooms. This team member supports teachers and admin by pushing-in to engage with, and/or pulling out students to de-escalate, or re-focus them as needed.
- Tier 2 Culture and Climate Specialist - Supports school wide culture systems and creates protocols and systems to support students with conflict resolution and mediation. This staff member works with small groups to identify and practice tools for self-regulation and direction and developing tools for self-advocacy.

Professional Development and PLC's

Since the last WASC report, Professional Development at EBIA has evolved in the following ways to provide ongoing support to staff:

- **New Teacher Orientation** - All new staff members at EBIA engage in week long professional development to learn about the systems and structures that are used within our organization. During this time, teachers design projects, review our school-wide rubrics, complete an Echo training to understand our schoolwide LMS, and review our instructional and social-emotional models. Once the new teacher orientation is complete, teachers are ready to join all-staff PD when returning staff arrive one week later.

- **Staff PD** - Our professional development opportunities for the last year have been created by the following inputs: analysis of student achievement data, culture and climate data, school wide priorities, teacher experience, and needs identified by the administrative team. All of these inputs were part of our year-long professional development scope and sequence plan with sessions that focused on looking at SBAC and MAP testing data disaggregated by race and other subgroups, discussing [The Opportunity Myth](), understanding identity and examining biases, and refining our equity problems of practice for 22-23.
  - Diversity and Equity - Increased focus on diversity and equity in professional development by designing sessions that are centered around equitable practices, grading for equity, culturally relevant teaching, and allowing students to have access to classroom content.
  - Data-Driven Decision Making - As an administration and staff, we have improved data analysis by collecting and analyzing data on SBAC, MAP, suspension data, referral data, and attendance data, and schoolwide writing data in PLC's. This data has been used to inform school wide priorities, structure professional development sessions, and inform individual teacher coaching meetings.
  - Grading for Equity - In our findings around equity, we determined there were some grading policies to shift for our subgroups of students. We read Grading for Equity to build a foundation and understanding of the pillars of grading and equitable grading practices. We have used this in professional development sessions, staff meetings, and during coaching sessions to continue equitable grading practices.=

- **PLC Meetings** - At the start of the school year, the Lower and Upper school launched bi-weekly PLC meetings that allowed educators opportunities to directly improve teaching and learning by sharing best practices and ways to improve and drive student achievement. The PLC initiative allowed PD to continue throughout the year and allowed for ongoing support for staff. During these meetings, teachers met in Humanities and STEM department teams to discuss best practices in the classroom to support student achievement with a focus on equity and inclusion for our most vulnerable students. In these meetings, teachers collected and analyzed schoolwide writing data that allowed grade levels and departments to norm on common rubrics, determine writing skills to be addressed throughout the year, and identify individual students that needed additional writing support in class. To ground our thinking in an equity based framework, all teachers read and discussed *Culturally Responsive Teaching in the Brain* by Zaretta Hammond. This text allowed teachers to have questions that centered on creating a culturally responsive classroom, developing learning partnerships with students, and identifying ways to move dependent learning to independent learners. This student-centered approach allowed teachers to restructure classroom norms, policies, and interests to be more welcoming and responsive to learners of all cultural backgrounds.

- **TNTP Rubric and Coaching Training** - All school administrators that coach and evaluate teachers completed a TNTP training that allowed for a coaching rubric adaptation that focuses on culture of learning, essential content, and academic ownership. This training was led by Beth Blair and

provided the admin team with 6 session where we learned about the rubric as an effective tool for teacher observation and coaching, practiced using these tools and aligning our expectations and practices, and analyzed data from observations in order to think about areas of opportunity for PLC and PD with our staff.

Intersession

Intersession programs at EBIA 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. At the Upper School, Intersession is a vehicle for college and career readiness. Our Upper School students are provided with opportunities to participate in internships at local organizations and employers and also receive test prep, college planning, and writing workshops as part of Intersession. This year at the Upper School, Intersession has been improved to include more academic courses with clear activities and content rigor, such as SAT prep, college essay writing boot camp, college tours, driver's education, and goal setting with a life coach.

Intersession Goals and Alignment
- Goals - social emotional and academic aspects to develop the whole student and engage in opportunities they would not be able to during the school year.
- College and Career readiness - Throughout the intersession program, our College and Career Department has worked to create a timeline and workshops that fall within that. In our first intersession in the fall, we host college essay workshops as well as support for college exploration. We also host several college trips that allow for all students to visit at least two colleges a year.
- Computer Science - We host industry experts such as PiTop and have sessions focused on the myriad of careers in the field of computer science to engage all students.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Engagement of Stakeholders in Review of Student Achievement Data

Over the last year, the leadership team has made a deliberate effort to more frequently evaluate student achievement data with admin and staff members to understand how to better support students. At the start of the school year, teachers reviewed, analyzed, and discussed SBAC data to understand the gaps in Math and ELA skills among students in each grade level. Particular attention was given to achievement data for subgroups, which led to the data-driven understanding that Black students at EBIA were being significantly outperformed by all other subgroups. This led to a school wide initiative to support Black Black student achievement by focusing on standard alignments and writing supports.

In PD sessions and PLC meetings, we have been able to focus our efforts on student achievement and the alignment to equitable access to a strong curriculum. Across grades 6-12, we have high expectations for students, which is delivered through a robust curriculum in the following ways: a college preparatory Math program using CPM, aligned SCALE curriculum in Science grades 6-8, blended learning tools such as ALEKS and Achieve3000, various AP course offerings with all teachers completing the appropriate AP Summer Institute Training, and having 100% of US classes A-G approved.

Additionally, we have made strong efforts to ensure our teachers are equipped with the knowledge and skills for what it means to provide equitable access to our curriculum. Here are a few examples of how we implement our strong academic curriculum:

1. Teachers have spent time reflecting on their cultural frame of reference to understand how their personal beliefs and experiences shape and influence interactions with students. Understanding personal biases has allowed for a more equitable and inclusive classroom for all students.

2. Efforts have been made to reduce race and gender barriers to learning. For example, during classroom observations, instructional coaches focused on academic ownership, as aligned to the TNTP coaching rubric, and tracked student participation in regards to race and gender. The data collected showed very low participation rates among our students of color in STEM classes. To address this concern, the leadership team developed a PD session on the use of discussion protocols in the classroom to increase student engagement and voice. Teachers were asked to implement 1 discussion protocol each week, which was observed by the instructional coach during informal meetings or discussed in coaching meetings.

3. Teachers kept high student expectations for all students by establishing clear success criteria for class assignments, provided more frequent 1:1 check-ins with students, engaged with families

about grades and deadlines by email and in grade level newsletters, offered targeted feedback to improve writing or content knowledge, and built in review and revision time for assignments.

4. In PLC groups, teachers have taken time to reflect on how to create a more culturally responsive classroom at the start of 2023-2024 school year in the following areas: clear classroom routines and structures, establishing learning partnerships with students through daily assignments and individual checks ins, designing projects that reflect the interests of students, and offering a diversity of voices in the subject content to reflect all student backgrounds

5. Various assessment methods have been used throughout the school year to analyze student achievement data in staff meetings, PD, and PLC groups. These methods include gradebook analysis discussions, analyzing pass/fail rates at the end of each trimester, and evaluating school wide writing data. This information was used to create skill groupings both in class and during structured ILT (independent learning time) blocks to ensure targeted support.

As an important stakeholder, the board regularly reviews student achievement data throughout the year with a specific emphasis on subgroups with a focus on our Black student, Latinx students, EL students, and students with disabilities. At the beginning of the school year, the board was presented with 3 years of SBAC and MAP data that was accompanied by an analysis of data growth or changes among grade levels and subgroups. Additionally, MAP data in both ELA and Math is reviewed with both the staff and board members after the Fall and Winter test administration. This review of student achievement data emphasized growth by grade level, growth among subgroups, and growth among students whose achievement was low or low-average.

Engaging families in the review of student achievement data is still an area of growth that we will need to focus on during the next school year. Families currently receive MAP and SBAC scores by mail and are reviewed during student conference meetings at the end of the first and second trimester. Families also have real-time access to grades and assignments on Echo, which is our school LMS platform. Recognizing the importance of engaging families, the school has implemented several initiatives such as game nights, multi-cultural events on campus, campus wide clean up events, and monthly family meetings known as Cafecitos. The Cafecito events serve as a platform to share best practices for student success, review school wide events, and strengthen partnerships with families. As we move into the 2023-2024 school year, we will consider ways to use the Cafecitos to engage families in the review of student achievement data.

Implementation and Monitoring of Schoolwide Action Plan -
As a charter school, we are responsible for meeting all requirements of both a District and school site. Due to this responsibility, EBIA ensures our goals are clear and that strategic plans such as WASC, LCAP, and our charter are all aligned. Plans are monitored and regularly updated based on our most current student achievement and local metrics. A deep dive of the current Schoolwide Action Plan has allowed us to review our goals and identify the areas where we are successful and where we can improve. An area of improvement during the 2023-2024 school year will be to schedule regular monitoring of these

goals throughout the school year with time to gather input from all stakeholders. The chart below includes the Schoolwide Action Plan Goal and the implementation and monitoring that has occurred alongside each goal during the 2022-2023 school year:

Schoolwide Action Plan Goals	Implementation and Monitoring 2022-2023
Goal #1: Increase supports for subgroups to ensure all students grow and thrive: Which includes the goal to increase the structural check-ins with advisors and teachers to increase awareness and accountability, to consistently implement SARB policies for purposes to improve absenteeism, and to scale up on restorative justice practices to reduce suspension rates.	- Increased support for subgroups - Implementation: For EL students, we have regularly scheduled strategic interventions in small groups along with increasing staff review of performance data and reflections on classroom practices to support all learners. For students with IEPs, we have increased our delivery of mental health services on campus; we have taken further action in adapting and/or differentiating course of study (diploma track) to meet individual student needs per IEP; our school psychologist has continued to incorporate case-specific interventions, evidence based practices and current research into her written psychoeducational evaluations, which in turn informs key parts of the development and implementation of IEPs. - Monitoring: Review of EL data in weekly academic leadership team meetings. - SEL Curriculum - Implementation: Advisory has a clear structure and flow during the week that is aligned with an SEL curriculum that is developed by our Dean of Students and school counselor. Topics reflect the needs of students, which include: goal setting, conflict resolution, communication, self awareness, healthy relationships, and more. - Monitoring: Review of SEL needs and collected culture and climate data based

	on student concerns in culture and climate team meetings. - SARB Policies - Implementation: To address student concerns, the school utilizes the School Attendance Review Board (SARB) and School Attendance Review Team (SART) processes. Weekly meetings occur between the Upper and Lower School Deans and Ops Team members to determine SARB letters that need to go out along with attendance contracts. The 2022 school wide chronic absenteeism rate was 18.2%. As of May 2023, the schoolwide chronic absenteeism rate is less than 10%, which shows an overall improvement. In grades 6-8, the overall absenteeism rate is less than 5%. - Monitoring: Weekly attendance team meetings to review attendance trends and interventions. - Restorative Justice Practices - Implementation: A dedicated Culture and Climate Team was established at the Upper and Lower school which was focused on creating a positive school environment. This team encompasses various roles, including Culture and Climate, Tier 1, and Dean of Students, to ensure comprehensive student support. - Monitoring: Review of equity data such as focus groups with Black students and culture and climate data based on student concerns in culture and climate team meetings. - Reduced Suspension Rates - Implementation: The lower and upper school campuses have formed a strong Culture and Climate team to provide behavior support, implement restorative

	justice practices, and work alongside social emotional counselors to prevent suspendable behavior. ○ Monitoring: Review of culture and climate data based on student concerns in culture and climate team meetings.
Goal #2: Scale up to reach operational stability to provide robust options for EBIA students: which includes but limited to the goal to increase the Upper School enrollment, increase the percentage of students retained from 8th to 9th grade, create more opportunities for school culture building, increase both internal and external marketing and public relations, and increase leadership roles for students at school.	● Sports Program 　○ Implementation: The Lower School is a member of the OAL (Oakland Athletic League) which has allowed us to include basketball, soccer, softball, baseball, football, volleyball, track and field, cheer, and cross country in a competitive setting for students. At the Upper School, local student residents can participate at OUSD schools in varsity sports. In 2023-2024 we will have more organized sports that are not varsity sports to include more students. 　○ Monitoring: Dean of students and EBIA athletic director partner with OUSD athletic director to ensure equal and fair access. ● Retention 　○ Implementation: To increase the percentage of students retained from 8th to 9th grade, the school implements a bridge day program. This initiative aims to retain students and equip them for success in their next academic level. 　○ Monitoring: Reviewing enrollment trends, sending out surveys to families who are leaving, and reviewing the data to ensure we are developing a program that meets the needs of our families and community. ● Culture Building Events 　○ Implementation: Now that we can bring families back on campus, we have led several community events throughout

| | the year: campus clean up, Lunar New Year celebration, a family Game Night sponsored by Black Student Union, Springfest fundraising carnival, in person school tours, and schoolwide course registration information night.
○ Monitoring: Feedback from stakeholders (families, students, and community members) during PAC meetings and Cafecitos.
● Additional Student Programming
　○ Implementation: Increased arts and academic based programs to help build community and ownership among students, which includes the School Musical Cast and Crew (51 student participants total. across grades 6-8), and Science Olympiad (27 student participants at the Lower school and 13 student participants at the Upper school).
● Increase in External Marketing and Public Relations
　○ Implementation: AC transit bus ads with marketing towards enrollment, attendance at elementary enrollment fairs, and increased involvement from current EBIA families with recruitment efforts.
　○ Monitoring: Review of enrollment trends and feedback from families during new family info night.
● Increased Student Leadership Roles with Linked Learning Ambassadors
　○ Implementation: These student leaders play a crucial role in fostering a positive campus community, assisting prospective students, and representing East Bay Innovation Academy. They contribute to the overall student experience by providing support, |

	guidance, and a welcoming environment for everyone involved. They serve as liaisons between the student body and EBIA and the community. ○ Monitoring: Feedback from students and teachers around engagement and increase of activities on campus to promote community and culture.
Goal #3: Develop parent and community partnership that embody our mission to support student success at EBIA: which include but not limited to the goal of increasing the percentage of parents completing the survey, an increase of the percentage of parents feeling barriers to engagement, and an increase in the percentage of families that become involved with and interact with their child's school.	● Family Engagement and Communication 　○ Implementation: Parentsquare was rolled out in November 2022 as a response for increased and improved school wide communication. We are actively able to track the level of engagement to ensure that 100% of families can be contacted at all times. The tool has been used effectively by the lower school team to effectively communicate the details of events such as school dances, PAC sponsored community, and other school wide events throughout the year. 　○ Monitoring: Feedback from families around communication during PAC meetings and Cafecitos. ● PAC (Parent Action Committee) 　○ Implementation: This family leadership group has begun to establish clear roles for family members to participate in school events in addition to building out an annual events calendar to allow for replicability over the upcoming years. 　○ Monitoring: Review of equal participation and review of data to ensure participation of families from all ethnic groups. ● Student Showcase Events 　○ Implementation: Families have been invited on campus to view and provide feedback on culminating student work

	after completing Intersession and Capstone projects.
	 ○ Monitoring: Feedback from families around engagement during school and community events during PAC meetings and Cafecitos.
	 ● Increased Partnership
	    ○ Implementation: Spanish translation is provided for all materials and at in-person and Zoom meetings as needed.
	    ○ Monitoring: Feedback from families around translation services during PAC meetings and Cafecitos.

Progress Report Process

This report represents the collective work of our school team and the work that has been completed during the 2022-2023 school year along with input from community stakeholders. To prepare this report, the leadership team reviewed the Final August 2020 WASC report and the areas that were identified as needing improvement. Actionable steps came from these meetings, which allowed us to create school wide initiatives such as writing alignment across classes to improve academic proficiency for all students, a revised PD plan aligned to school wide priorities, and a deeper review of student achievement data for data-driven decision making. We also relied on NWEA MAP test test results as well as publicly-available SBAC data on the CA Dashboard to reflect on student achievement.

During the progress report process, we were able to identify that while we have increased stakeholder engagement, it still remains an area of growth in regard to engaging families in the areas of academic growth and achievement. Once a draft of this report was complete, the leadership team discussed, summarized, and reviewed each section to add in information about collective contributions and initiatives throughout the year. The final draft was then shared with board members, parents, staff and students for final reflections and/or edits. Moving into the 2023-2024 school year, a continued emphasis on sharing data with stakeholders and engaging families will undoubtedly contribute to further growth and success.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide analytical comments on the accomplishment of each [schoolwide action plan](#) section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**
- ➔ **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Progress on Critical Areas for Follow-Up

The chart below outlines progress in critical areas for follow-up from the last full self-study, supporting evidence, and how each area has impacted student achievement.

Area of Improvement	Steps we have taken to address this area	Evidence of impact on student achievement
Increased support to improve academic proficiency for all student groups	School wide priorities were established in June 2022 to structure staff meetings, personal learning communities (PLC), and set professional development goals that focused on increasing support to improve academic proficiency. Standard alignment across grade levels and subjects to improve academic proficiency for all student groups by providing targeted instruction and support in writing and aligning instruction with academic standards. Allocated funding for professional development around differentiated instruction and PLCs.	Increase in student graduation rates at 98% in SY22-23 compared to 94% in SY21-22 Increase in 1 year MAP growth for student subgroups
Revised PD plan and ongoing support to staff	Revised PD plan aligned to school wide priorities and a deeper review of student achievement data for data-driven decision making.	School wide initiatives to improve writing across classes were initiated to improve academic proficiency for all students.

| Expand CTE pathways, including internships for students | Strategic action steps in our Measure N Action Plan aligned to our School Wide Action Plan to support pathway development.

Increased funding allocation to pathway to purchase equipment such as engineering laptops, robots, and other tools to give students a hands-on industry standard experience.

The Linked Learning Pathway expanded to include new elective options such as Linked Learning Ambassadors, Robotics, Cybersecurity, and CSDI 4: Senior Seminar. | Developed a course sequence that progressively develops students' skills within the pathway and partnering with the Project Lead the Way to align our curriculum.

Additional opportunities have been created through the College and Career Readiness Counselor for college visits, college prep, and family & student nights to prepare for life after high school.

New materials have been added in our Learning Lab to include more hands-on tools to bring learning to life such as 3D printers, laser cutter, Robots, PiTops, and other equipment that allow students to showcase their learning and abilities.

Increase in internship opportunities to include several paid internships for Seniors through a partnership with Genesys Works. |
| Simplify SLOs and promote stakeholder ownership and buy-in. | Developed a graduate profile aligned to our SLOs and Linked Learning Pathway.

Monthly Student awards centered around the different components of the graduate profile.

Common rubric alignment in every class and grade with five grading domains that | To promote stakeholder ownership and buy-in, the school wide celebrations were centered on SLOs.
- Monthly Student Awards based on SLOs |

	allow students, parents, and teachers to speak the same language and align on goals.	- Learner profile awards based on SLOs - School wide communications included language around SLOs.
Improve staff knowledge of data systems and support for data-driven decision making.	Introduction of Cycle of Continuous improvement and data review cycles in weekly Professional Learning Communities for teachers. As an administration and staff, we have improved data analysis by collecting and analyzing data on SBAC, MAP, suspension data, referral data, and attendance data, and schoolwide writing data in PLC's. This has then been brought back to staff through data step backs during PD each trimester to review and inform strategic actions and planning decisions. Gradebook analysis discussions, analyzing pass/fail rates at the end of each trimester, and evaluating school wide writing data have been used to analyze student achievement data in staff meetings, PD, and PLC groups.	Data has been used to inform school wide priorities, structure professional development sessions, and inform individual teacher coaching meetings. Through a more intentional and regular focus on data step backs within PLCs, we have been able to take action on a variety of issues impacting student achievement. SSTs are happening more frequently as a result of more readily available data, which has increased the teacher's ability to use the data. Planning decisions and instructional adjustments are also occurring to support reductions in failing grades across the school more regularly than just at the end of each trimester as well. Data dives in staff meetings and during PD were used to inform and help teachers create skill groupings both in

		class and during ILT (independent learning time) blocks to ensure targeted support.
Clarification of expectations and goals of intersessions.	Intersession programs at EBIA are meant to be introductions to different enrichment disciplines at Lower School, exposing students to ideas and experiences outside of the classroom walls. Intersession at the Upper School is a vehicle for college and career readiness. Our Upper School students are provided with opportunities to participate in internships at local organizations and employers and also receive test prep, college planning, and writing workshops as part of Intersession. This year at the Upper School, Intersession has been improved to include more academic courses with clear activities and content rigor, such as SAT prep, college essay writing boot camp, college tours, driver's education, and goal setting with a life coach.	Allows students to gain interest and excitement on topics that are not structured in the classroom. For example, hands-on tech provided students with gaming, robotics, and virtual experience. This allowed for tech experience that is real-life relevant. Cooking around the world teaches both the historical aspect of food, which allows for a real world application of history and science as it applies to food. College tours have allowed students to see what college life is like and have increased interest in college pathways. This has helped increase graduation rates and motivation to move beyond the high school level.
Align Action Plan and LCAP with critical areas of need.	This year, we sat down as an LCAP team and reviewed WASC findings and recommendations. They have been included in different facets of our school wide action plan and LCAP as strategic actions. The plan is copied here.	As the LCAP was just developed and has included the critical areas of need, the evidence is not available this year. Preliminarily, we do have data as this report reflects on

		improvements in the critical areas of need, however.
Increased stakeholder involvement	Stakeholder involvement has been increased in the following ways: ● Regular PAC Meetings ● Parent Focus Groups ● Measure N Industry Board ● Principal Monthly Parent meetings ● Shift in school wide communication platform to a two way communication tool called ParentSquare	Increase in on campus, family staffed events like Spring Fest, Lunar New Year Celebration, and a Family Game Night sponsored by Black Student Union. These events helped to build community and family engagement. Parent focus groups were launched in support of our school wide priority in service of our black students. The EBIA board regularly reviews student achievement data throughout the year with a specific emphasis on subgroups with a focus on our Black student, Latinx students, EL students, and students with disabilities. SBAC and MAP data in both ELA and Math is reviewed with both the staff and board members after the Fall and Winter test administration. This review of student achievement data emphasized growth by grade level, growth among subgroups, and growth among students whose achievement was low or low-average.

		Families have real-time access to grades and assignments on Echo, which is our school LMS platform. The Cafecito events (family meetings) serve as a platform to share best practices for student success, review school wide events, and strengthen partnerships with families.
Addressing prior accreditation findings.	Worked with Org wide leadership team to review all WASC report findings and recommendations in order to incorporate necessary steps into LCAP and School Wide Action Plan.	LCAP and School Wide action plans have been designed with student achievement at the center. Based on WASC findings, we have centered one of our most vulnerable student populations as our focal student group and have aligned practices and resources dedicated in service of improving the academic and SEL experience of our black students. This is our first year fully implementing this. Preliminary data shows steady retention of black students, and an increase of black students passing classes.
Credentialing and staff assigned to teach in areas of their expertise and training	All teachers currently 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.	We are working with a credential analyst to rectify any credential issues such as misalignments. We have committed to supporting all teachers with temporary and preliminary credentials to

	We have increased the number of teachers that are in progress of being fully (preliminary or clear) credentialed by 21%. The 6 teachers without credentials and misalignments ("ineffective" under ESSA) have LAO's and currently hold a multi-subject credential. We are working with a credentialing expert to support all teachers to acquire appropriate credentials for assigned teaching areas.	obtain clear credentials in their areas of assignment. We have dedicated monetary resources to support and retain educators of color as well. Teachers are provided with mentor coaching to begin the TIP (teacher induction program) each year as a pathway to receiving a clear credential. This ensures alignment to best practices in the classroom to support student achievement. To support teachers with the credentialing process, EBIA will fund up to $3,500 per ETA member (teachers and non-teachers) toward essential credentialing and licensing costs.
Equitable access to a strong curriculum	In PD sessions and PLC meetings, we have been able to focus our efforts on student achievement in regards to writing alignment across classes to improve academic proficiency for all students. This has been done in combination with an equity focus utilizing Zaretta Hammonds's *Culturally Responsive Teaching and the Brain*. We have embedded writing tasks to gather benchmark data on student writing progress. Across grades 6-12, we have high expectations for students, which is delivered through a robust curriculum in	Based on student writing data, we have seen growth among critical sub groups such as our black students, ELs, and students with IEPs. Having 100% of our High school courses A-G approved have allowed us to earn recognition for having a high percentage of black and brown students earning an A-G diploma (over 90%) and overall having a high A-G completion rate as a school.

	the following ways: a college preparatory Math program using CPM, aligned SCALE curriculum in Science grades 6-8, blended learning tools such as ALEKS and Achieve3000, various AP course offerings with all teachers completing the appropriate AP Summer Institute Training, and having 100% of US classes A-G approved.	

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan**

Refinements - Schoolwide Action Plan

In alignment to goal #1, EBIA uses an array of data sources to track access, progress, and needs of English Language Learners, students with special needs, foster youth, and sub-groups. The data collection tools used include MAP, SBAC, AP Scores, course enrollment, transcript reviews, and trimester pass-fail rates. Staff meetings and PD sessions are designed to support teachers with implementing these tools in their classrooms and reviewing data to make informed instructional decisions. At the Upper School, due in part to our rigorous course requirements which go above the California A-G requirements, we have found that students fall behind in graduation requirements when they fail a semester. EBIA recognizes the need to provide more robust pro-active and systematized support to prevent students from failing classes. This may include the implementation of grade level teams that parallel the supports that exist at our lower school campus. In addition, EBIA recognizes the need for an improved approach to ensure credit recovery that will enable all students to meet graduation requirements.

For the upcoming school year, EBIA will focus on improving tier 2 student supports, particularly in our Upper School. This may include but is not limited to (1) implementation of grade level team structures and weekly review review systems to identify students in need of additional supports and/or SST processes, (2) tri-annual transcript and grade reviews to identify students in need of credit recovery supports, (3) creation of on-going credit-recovery structures and roles/responsibilities for specific personnel, and (4) design/maintenance of personalized credit recovery plans for students.

In alignment to goal #2, the leadership team has made a deliberate effort to more frequently evaluate student achievement data with admin and staff members to understand how to better support students. At the start of the school year, teachers reviewed, analyzed, and discussed SBAC data to understand the gaps in Math and ELA skills among students in each grade level. Particular attention was given to achievement data for subgroups, which led to the data-driven understanding that Black students at EBIA were being significantly outperformed by all other subgroups. This led to a school wide initiative to support Black Black student achievement by focusing on standard alignments and writing supports.

The refinements made to the school wide action plan will include creating a more robust and sustainable PD plan that engages teachers in data analysis to inform instructional planning. An emphasis will also be placed on providing additional training around PBL and teaching practices to push student engagement and align to our school wide vision to prepare students to be successful in a 21st century world. Lastly, our focus will be to address the low growth achievement among our subgroups of students that is shown in our SBAC and MAP testing data by providing access to high-quality, standards aligned instructional materials for all students.

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 have aligned our findings and Schoolwide Action Plan with our 2021-2024 LCAP. We are in the process of developing our SPSA for the 2023-24 school year.

Goal #1: Strengthen the instructional foundation through credentialed staff and PD to equip staff to reach all students						
LCAP Goal Alignment: Provide and maintain basic services for students and school.		**Schoolwide Learner Outcome Alignment**: **Innovation and Design** **Collaboration and Communication**				
Measurable Outcomes and Metrics:	**Baseline - 19/20**	**20/21**	**21/22**	**22/23**	**23/24**	**24/25**
Teacher retention. As enrollment approaches capacity and staffing stabilizes accordingly, strive to retain and develop staff who share in the school's mission and vision.	83%	85% or higher	85% or higher	85% or higher	85% or higher	85% or higher
Credentialing. Facilitate credentialing and appropriate local assignments for applicable teaching staff. Prioritize credentialing in hiring.	70% of required positions	70% of required positions	75% of required positions	80% of required positions	90% of required positions	100% of required positions
Professional Development. Reinforce data-based instruction (including SBAC) and differentiation across all grades and all students through regular PD sessions, Integrate and re-infoce PBL through regular PD. Align PD to students with greatest needs according to data (EL, IEP, subgroups)	All teachers engage in PD sessions around high impact practices and looking at Data. Some teachers use data analysis	All ELA/Math teachers engage in data analysis to inform instructional planning.	All teachers engage in data analysis to inform instructional planning and engage in PD around PBL and teaching	All teachers engage in data analysis to inform instructional planning and engage in PD around PBL and teaching	All teachers engage in data analysis to inform instructional planning and engage in PD around PBL and teaching	All teachers engage in data analysis to inform instructional planning and engage in PD around PBL and teaching

and instructional practices to inform instructional planning.	All teachers engage in PD around PBL and teaching practices that impact the highest need student groups.	practices that impact the highest need student groups. Instructional coaches observe assigned teachers and provide feedback and next steps on teaching practices developed in PD. Teachers set and reflect on measurable improvement goals for themselves	practices that impact the highest need student groups. Instructional coaches AND COLLEAGUES observe assigned teachers and provide feedback and next steps on teaching practices developed in PD. Teachers set and reflect on measurable improvement goals for themselves	practices that impact the highest need student groups. Instructional coaches AND COLLEAGUES observe assigned teachers and provide feedback and next steps on teaching practices developed in PD. Teachers set and reflect on measurable improvement goals for themselves	practices that impact the highest need student groups. Instructional coaches AND COLLEAGUES observe assigned teachers and provide feedback and next steps on teaching practices developed in PD. Teachers set and reflect on measurable improvement goals for themselves

Goal #2: 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 and Metrics:	**Baseline - 19/20**	**20/21**	**21/22**	**22/23**	**23/24**	**24/25**
# of check-ins for students behind in academics. Structural check-ins with advisors and teachers to increase awareness and accountability, as well as encouragement. Also more frequent check-ins with families if a student is failing a course. Need to account for fluctuations rising from delays in grading and/or small sample size (min 6 assignments).	not tracked yet	2 additional check-ins per trimester for students in danger of failing a course	2 additional check-in per trimester for students in danger of failing a course	2 additional check-in per trimester for students in danger of failing a course	2 additional check-in per trimester for students in danger of failing a course	2 additional check-in per trimester for students in danger of failing a course
Chronic Absenteeism Rates (CA Dashboard). Through consistent implementation of SARB policies and support-oriented check-ins (i.e., Dean follow-up with student families, tech support, other services) , bring overall and subgroup rates out of the red range.	- ALL: Orange (5.2%) - African American, Hispanic, SED: Orange - SWD: Green - White, 2 or more: Blue	No red indicator for subgroups	No red indicator for subgroups	No red indicator for subgroups	No red indicator for subgroups	No red indicator for subgroups
Suspension Rates (CA Dashboard). As we scale up on restorative justice practices, culturally responsive teaching, and community building, we expect the suspension rates to decrease evenly.	- All: Red (5%) - African American, SWD, SED: Red	Overall rate comparable to state; no red indicators by subgroup	Overall rate comparable to state; no red indicators by subgroup	Overall rate comparable to state; no red indicators by subgroup	Overall rate comparable to state; no red indicators by subgroup	Overall rate comparable to state; no red indicators by subgroup

	• EL, White, Hispanic: Orange • 2 or more Race: Blue					
Graduation Rates (CA Dashboard)	Not yet tracked	Over 90%	Over 90%	Over 90%	Over 90%	Over 90%
ELA Results (CA Dashboard)	• All: Green • EL: Red • SWD, Hispanic: Orange • African American, SED: Yellow • 2 or more, White: Blue	No red or orange indicators for subgroups	No red or orange indicators for subgroups	No red or orange indicators for subgroups	No red or orange indicators for subgroups	No red or orange indicators for subgroups
Math Results on the CA Dashboard	• All: Yellow • EL, SWD: Red • Hispanic, African American, SED: Orange • 2 or more, White: Green	No red for subgroups	No red for subgroups	No red for subgroups	No red for subgroups	No red for subgroups
English Learner Progress on the CA Dashboard. EL curriculum and intervention	• 38.5% making progress towards English	50% making progress towards English	60% making progress towards English	65% making progress towards English	70% making progress towards English	75% making progress towards English

		Language Proficiency	Language Proficiency	Language Proficiency	Language Proficiency	Language Proficiency	Language Proficiency
Student Survey Results: Baseline 2019-20			Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies
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					For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year	For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year	For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year	For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year	For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year
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%						
Asian	63%	93%	62%						
Latinx	29%	78%	39%						

Two or More	60%	85%	69%						
White	73%	88%	75%						

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? • Provide PD so all teachers should be able to deliver the intervention in an inclusion model through increased differentiation. • Refine system requirements	Teachers/SLT/counselors	Summer 2021/ongoing
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	Teachers/SLT	Summer 2021/ongoing

- 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		
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 #3: 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	12 at each campus	12 at each campus	12 at each campus	12 at each campus	12 at each campus

Increase Upper School enrollment	268	Increase 9th grade enrollment by 25%	Increase 9th grade enrollment by 25%	Increase 9th grade enrollment by 25%	Enroll full 9th grade class	Enroll full 9th grade class
# of teacher and student initiated extracurricular activities	Not currently tracking	12 at each campus	12 at each campus	12 at each campus	12 at each campus	12 at each campus
# of available internships	<10	Increase by 30%	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%
# of course offerings in all subjects	33	At least 4 courses per major discipline	At least 4 courses per major discipline	At least 4 courses per major discipline	At least 4 courses per major discipline	At least 4 courses per major discipline
% of teachers retained from year to year	87%	85% or higher	85% or higher	85% or higher	85% or higher	85% or higher
% of students retained from 8th to 9th grade in 6 years	35%	50%	50%	60%	70%	70%

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