



EBIA Final Summary

Measure N Probationary School

Please construct a 2-page status update for Measure N Implementation that addresses the following key prompts. It should not be a bullet by bullet answer, but a comprehensive response that updates the Linked Learning staff and the Measure N Commission on the overall status of your work. The Commission and staff will be evaluating the status update based on the [Measure N Implementation Assessment](#), the [Self Assessment Rubric](#), overall implementation of feedback, quality/transparency of the answers relative to the Commission and staff observations.

- *A pattern observed across all of our probationary schools is that there was a clear gap in knowledge of Linked Learning. In order to be successful, what will your school do to ensure all stakeholders deeply understand Linked Learning?*
 - *Based on the feedback you received in the Spring of 2018, the fall site visit, and your participation in Charter Management Organization Leader meetings, how have you adjusted the overall vision and program to align to Measure N?*
 - *Linked Learning Pathways are built upon four pillars: Academic Rigor, Career Technical Education, Work-Based Learning, and Integrated Student Supports; which of the pillars have you focused on to more fully develop your school's program in alignment with Measure N?*
 - *What are the changes you are making to the design of your school in master schedule and staffing to support the implementation of a Linked Learning pathway?*
 - *In a year from now, how will your school be dramatically different than the current design?*
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Sharing with All Stakeholders

The strongest features of our parent engagement strategies include the variety of programming that we provide for families to support their students and engage with our pathway readiness goals. EBIA deeply values a high level of family engagement in the classroom and in the development of a student's academic experience. By providing consistent transparency (e.g. online gradebook, online behavior tracking, online curriculum and student assignments, etc.), EBIA ensures that parents have full access to their student's progress at all time. This accessibility combined with ongoing communication and support systems (e.g. trainings, Personalized Learning Plan (PLP) conferences, weekly newsletters), the school ensures that families have the support they need to readily engage with their students' education.

One area of improvement for EBIA is providing more classroom based opportunities for parents to participate, and engaging a larger, more diverse group of parents. Utilizing our Parent Advisory Council (PAC), our hope is to find more systematic ways to engage parents in school goals and programming. Further we want to ensure that our PAC leadership is representative of all aspects of the EBIA community, and therefore we are working to directly engage and support the leadership of families and parents/guardians who have not historically been in leadership positions at the school.

Program Design and Development

As seen in our program of study, EBIA has dramatically expanded our master schedule and staffing. Regarding the program of study, with the addition of our 11th grade class of students we have expanded our course offerings in the 2018-2019 schoolyear: Visual Arts and Design II, AP Computer Science Principles, Pre-Calculus, Physics, AP Physics, ELA 11, AP English Language, AP Seminar, US History and AP US History.

Further, we have expanded our staffing to focus on post-graduate readiness with the hiring of a Director of College Readiness, Alix Coupet, and a Director of Instruction, Zach Powers. Alix joins EBIA with over 10 years of experience working in college admissions and counseling. The implementation of our college and career readiness program ensures that all students graduate prepared for college and beyond. This is done through intensive family counseling wherein students and families meet with our Alix at least once per trimester and participate in readiness lessons during advisory on topics such as the financial aid, college and career research and resume development. Further, 100% of students take the PSAT 8/9, PSAT 10, PSAT, SAT and ACT at EBIA. Lastly, over two dozen college and career representatives have already been scheduled to visit EBIA during the 2018-2019 schoolyear, and college campus visits are planned.



Zach, our Director of Instruction has spent his career focused on project-based learning. He came to EBIA from the New Tech Network, where he was a School Development Coach. EBIA has evolved our Project-Based Learning program to include Capstone projects 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 an external audience. 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, redesigned Oakland community spaces such as parks and participated in a Shark Tank where they have pitched solutions to issues ranging from police brutality to pollution.

We have also hired additional staff in visual arts, math, science, ELA and history in order to meet the needs of our expanding student body. Further, we will be moving from full student body enrollment into the pathway to cohort based enrollment in order to balance schoolwide graduation requirements with pathway graduation requirements (i.e. completion of four years of computer science coursework).

Academic Rigor and Integrated Student Supports

Instructionally, EBIA has numerous areas of strengths, particularly with regards to academic rigor for students. Across the four school years that EBIA has been open, the school has enrolled an increasing number of students who enter the school below grade level in both math and literacy. Throughout their time at EBIA, our standards aligned instruction, inclusion model and intervention practices has resulted in strong academic gains for students. Further, EBIA's instructional strength lies in our cooperative and project based learning. Students are supported in taking on real world projects and doing so through scaffolded group collaboration that supports students in working with others in the development of 21st century learning skills.

Our academic program is grounded in the belief that all students should have the opportunity and the preparation to go to and succeed in college or career. Every student completes a seven-year college preparatory academic program (across grades 6-12), regardless of their academic starting point. There is no remedial track. All students are enrolled in requirements that exceed 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.

The two strongest features of our fully integrated student supports are how we use differentiated instruction and service delivery to assure supports for students with disabilities and English Language Learners. Our differentiated instruction model is based in our full inclusion philosophy and in our blended learning practices. Differentiated instruction takes place throughout the day at our institution, however, it is in its strongest form during Independent Learning Time (ILT). During ILT, students are accessing our blended learning tools and receiving small group instruction, similar to a resource classroom. Through formal and informal assessment (use of blended learning tools and instruction), teachers are able to assess growth, reteach lessons and collaborate with our education specialists on how to effectively deliver services. Within our full inclusion model, "push in" services play significant role in the success of students attaining their IEP goals and strong academic outcomes. As previously stated, this is attained through collaboration between departments in order to understand curriculum and instruction. Alignment allows for continuity and clear paths to success for students and adults that are supporting them.

Looking Forward

While our current proficiency rate outperforms our comparison schools, we are committed to ensuring that all students are college and career ready and performing at grade level or beyond. To this end, we are working to improve upon the aspects of our instructional model and academic policy that we believe are most likely to result in significant gains in student achievement. These changes have fallen under the umbrella of building greater consistency and clarity for students with regards to expectations. We have implemented NGSS and CCSS common rubrics across classrooms in the categories of knowledge and thinking, written communication, oral communication, agency and collaboration. We have also clarified our grading scale and revision policy to emphasize standards mastery and ensure students are best supported to demonstrate proficiency.

Further, the 2019-2020 schoolyear will include EBIA's first 12th grade class of students, and our first graduating class. In order to support this addition, our program will dramatically shift. This will include an expanded program of study (with



additional pathway and core courses), additional staffing for career readiness supports and expansion of our pathway course requirements for those students who are participating.

Please attach the most current versions of the following attachments.

- *Attach Program of Study with revisions being highlighted*
- *Identify any budgetary, master scheduling, or staffing changes to align to the school's new vision in 2nd Semester of 18-19 and/or for the 19-20 school year*
- *Provide a sample budget for the 2019-20 school year that identify how you will shift funding to support Linked Learning. If you are going to access other funding sources (Title 1, LCFF, etc) to support Linked Learning please identify those as well*
- *Attach Master Schedule changes that will be made for the 2019-20 school year*