



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	East Bay Innovation Academy	Principal	Devin Krugman
School Address	3400 Malcolm Ave., Oakland, CA 94605	Principal Email:	dkrugman@eastbayia.org
School Phone	510-577-9557	Principal Phone:	510-577-9557
2017-18 Enrollment (6-8)	360	Possible Grant Allocation Amounts*	50% Allocation: \$12,241 100% Allocation: \$24,482

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED	% English Learners	% Oakland Residents
59%	41%	20%	13%	6%	83%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
18%	N/A	5%	31%	N/A	N/A	30%	16%

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Devin Krugman	Head of School
Zach Powers	Director of Instruction
Lansine Toure	Director of Equity and Social-Emotional Learning
Nicole Neumiller	Intersession Coordinator
Michelle Cho	Chief Operating Officer/Chief Financial Officer
Karin Foust, Brigetta Pryor	Parent Advisory Council co-chairs

School Vision:

EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Most traditional public schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond in order to ensure that 100% of our students are college and career ready. Further, we believe that this focus on 21st century skills will work to eliminate the opportunity gap that exists between various demographic groups system wide.

In order to end schooling “as we know it” for Oakland students, and by developing a coherent learning community that aligns school work with productive life in the global 21st century; EBIA declares the following set of goals:

- To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.
- To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland.
- To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

Core Beliefs:

We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:

- We believe in **POSSIBILITY and PERSEVERANCE**: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.
- We believe in **CREATIVITY and CURIOSITY**: we aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination.
- We believe in **COMMUNITY**: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students’ success. We value relationships, kindness, integrity, and respect.
- We believe in the **GREATER GOOD**: Our school will open students’ minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.
- We believe in **DIVERSITY**: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from themselves in all aspects of life.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Entry	Access and Equitable Opportunity	Quality
Instructional Program	Entry	Instructional Program	Basic
Staffing	Quality	Staffing	Quality
Facilities	Entry	Facilities	Basic
Equipment and Materials	Entry	Equipment and Materials	Quality
Teacher Professional Learning	Entry	Teacher Professional Learning	Basic

World Language (Rubric)	
Content and Course Offerings	Developing
Communication	Sustaining
Real world learning and Global competence	Sustaining

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	For grades 6-8 – 364 (projected) 355 (actual)	Culture data - Suspension	7 per 355 students (2%)
Elementary School (ES) Outreach Strategy Actions	School Tours Information Nights Student Panels Elementary School Visits	Culture data - Chronic Absence	2%
Programs to support ES students transition to MS	6 th Grade Orientation Advisory Program Cohort Model	Survey data - families, students, teachers	High ratings for physical safety Low ratings consistent response to behavior Low rating for peer leadership and support

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
Community – Midyear Feedback Listening Session with Parent Advisory Council	March 24 th , 2017
End of Year Feedback Listening Session	April 22nd, 2017

Staff Engagement Meeting(s)	
Staff Group	Date
All Staff School Culture and Climate Reflections – Leading for Equity Conference Follow Up Meeting	March 10 th , 2017
End of Year Feedback and Planning Session	June 12th, 2017

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
 - Improve student retention during the transition from elementary to middle school
 - Create a more positive and safe middle school learning environment
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
 3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
 4. Add additional lines if you would like to add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18. Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).

1. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Team: Measure G1 Lead Team (as identified on page 1)

Current Status: EBIA's school culture and climate is built around the idea that faculty will provide personalized academic, social and emotional support services to students throughout their day. In its inaugural year, the school has divided this work into two major streams. One is via our school's advisory program. All students are organized into 16-18 student advisories with an assigned advisor who loop up with them across grades 6-12. This advisor teaches students a diverse social emotional learning curriculum that touches on such topics as goal setting, conflict resolution, identity development and individual organization and project management. Students work with their advisor to develop a personalized learning plan monitored by the student, advisor across the year and containing goals for academic and social emotional growth. The second is our school's social-emotional learning curriculum. Advisories meet for 45 min., once a week, to discuss topics related to social emotional learning – communication, relationships, health education, etc.

Our current school culture and climate plan is monitored via our yearly school culture and climate survey (the School Climate Assessment Inventory run by Seneca Family Services), along with our tracking of predictive data associated with school culture – attendance, suspensions, etc. By reviewing these tools, what we have come to find out is that while we have a high rate of attendance and a low suspension rate, students overwhelming report a lower sense of equity and connected-ness amongst groups and consideration of student input into discipline, and staff report concerns regarding consistent expectations for and responses to student behavior. Further, staff reports a sense of disconnected with the social emotional learning curriculum. While we have developed the resources "in house," they have not been applied consistently across advisories, with some advisories failing to implement, others only completing portions of lessons and students leaving the course without adequate development on our social emotional learning rubric.

Proposed Plan: Having reviewed our SCAI survey results, along with our attendance and suspension data, the Measure G1 Lead Team has decided to move forward with a proposed plan to improve upon the expectations for and responses to student behavior, along with student input into and engagement with the discipline process, and finally working to build a stronger school culture wherein students feel a sense of equity and connectedness amongst our diverse populations. It is our intention to do this through the development of a two-part school culture and climate plan. The first part is centered on the strengthening of our social emotional learning curriculum. We believe that this Tier I support will serve to build community amongst students and set clearer expectations for appropriate behavior and peer-to-peer interactions. Further, teachers will integrate SEL objectives from the course

into their curriculum maps and integrate SEL skills into each classroom project, including both tasks during the project and for the final product. As an example, in order to develop perseverance, a student may write multiple drafts of a persuasive essay as evidence of growth on this SEL standard. Or, students must practice social awareness during Socratic seminars on controversial topics in history class. This looped integration will ensure that students have a deep understanding of the social emotional skills and practices necessary for success not just in building a strong school climate, but for success in college and beyond.

The second part of this plan is focused on the development of a restorative justice system at the school. At EBIA, we strive to create a culture of community, where caring and nurturing relationships exist, giving students a sense of belonging and responsibility to one another. We know that students engaged in rigorous, relevant and real curriculum are more likely to be active participants in the community, eschewing misbehavior that takes away from the productivity of the learning environment. In order to support all students personifying our Six Innovator Norms (Perseverance, Curiosity, Kindness, Respect, Conscientiousness, and Citizenship/Leadership), we will implement a positive behavior support plan, with a restorative approach to addressing disciplinary issues that may arise. We will honor students and staff regularly and publicly for being positive contributors to the EBIA community. This system will include Morning Meetings which will provide the school-wide forum for recognizing (giving shout-outs to) students for upholding the Innovator Norms, which are tied directly to our core beliefs. Time in Advisory classes will be dedicated to honoring students at a more local level. Acknowledging, validating and affirming our students will take place daily in all classes and throughout campus. While EBIA does not believe in incentivizing positive behavior with extrinsic rewards, we support the idea of setting personal and community goals and celebrating the attainment of those goals in myriad ways that honor process and progress.

We will hold high expectations for student behavior and establish a set of behavioral norms and school rules that will be in place to support a safe and positive learning environment. Consistency and transparency are the keys to ensuring students understand behavioral expectations. The iterative process of examining and refining these norms is not only encouraged, but expected, as we are an innovative school dedicated to creating a culture where buy-in exists as a result of all voices being heard in order to meet the needs of our community. Understanding most behaviors will be addressed by the classroom teachers, as a means of re-engaging students in the learning environment, students referred to the office will have multiple opportunities to correct their misbehavior. Students will be treated as individuals, with personalized responses based on the incidents. In this restorative model, students will be asked to reflect upon the damage they may have done to an individual, group or the broader community. They will then work with a designated adult to address and restore that damage via a number of strategies that may include participate in a circle with other students, community service or other methods. Having researched the impact that restorative justice programs have had on school culture and climate, we believe that instituting this program will result in far clearer expectations for and responses to student behavior, along with greater student investment in behavior management and accountability for community engagement.

Budget	2017-18 Activity	Anticipated Outcome
\$5,041 (priority for 50% allocation)	<ul style="list-style-type: none"> • Social-emotional learning curriculum created by partner organization, to be implemented during the SEL course period. • Professional development training led a partner organization to support staff understanding and implementation of the curriculum. 	<ul style="list-style-type: none"> • Students will report an increase on equity and connected-ness among student groups on the annual SCAI survey. • Students will report consistent social emotional learning experiences and curriculum coverage across all advisories.
\$2,000 (priority for 50% allocation)	<ul style="list-style-type: none"> • Staff stipend for the position of restorative justice and/or social-emotional learning coordinator, taking on program coordination and communication management associated with restorative justice circle running, staff and community outreach. 	<ul style="list-style-type: none"> • Students will report an increase in sense of student input into discipline on the annual SCAI survey. • Staff will report an increase in consistency in expectations for and responses to student behavior. • School will report a decrease in Tier II and Tier III interventions (detention, suspension) from the prior school year.
\$5,200 (priority for 50% allocation)	<ul style="list-style-type: none"> • Professional development training for staff on the principles and practices associated with restorative justice methodology strategies for implementing these practices in a classroom setting. 	<ul style="list-style-type: none"> • Staff will report an increase in consistency in expectations for and responses to student behavior. • School will report a decrease in Tier II and Tier III interventions (detention, suspension) from the prior school year.

2. Music Program

Programmatic Narrative Based on Rubric

Team: Measure G1 Lead Team (as identified on page 1), After-school coordinator Janisse Watts

Current Status: East Bay Innovation Academy's (EBIA) current music program consists of our after-school drumline program. EBIA runs an afterschool program for students in grades 6-8 running Monday through Thursday from 3:30-5:00pm. This program is completely free to all current students and includes a range of academic, sports and club activities. The drumline program is open to students in grades 7 and 8. This program is run as a single level class, accessible to students with novice level drumming experience, and practices on a weekly basis with ongoing performances at sports events and parades throughout the Bay Area. The program is run by a fully credentialed and qualified teacher with many years of percussion instruction experience, in conjunction with a non-profit focused on introducing high needs students to percussion instruments. EBIA's middle school building does not have a music specific room, and therefore the drumline practices out of shared spaces including classrooms and the blacktop, with its instruments stored in general education classrooms. For performances, students are able to have access to instruments at home, though they are otherwise kept at the school. While the teaching instructor for the class is able to work with the non-profit organization for planning purposes, there is no additional planning time or professional development provided for the teacher during the school day.

Proposed Plan: Having completed our self-assessment on our music education program, our Measure G1 Lead Team has determined that the development of our music program is a high area of need. Our goal in the development of this program is to first and foremost increase the music program offerings made available to students at the school, increasing from solely drumline to including other instruments, vocal programs and more. Ideally, students will be presented with multiple options for participation across the year, and have the ability to self-select into the program(s) of their choosing. The ability to provide these offerings will revolve around key actions such as the development of partnerships with community organizations and artists that may be able to provide specialty instruction. In addition, we will need to make investments into the purchasing and/or renting of equipment and materials needed to run the programs – music technology, instruments, software, etc. To coordinate these efforts, we will also need to designate and assign staff who are able to manage the partnerships and materials and ensure universal access to the program for all students.

Budget	2017-18 Activities	Anticipated Outcome
\$2,000	<ul style="list-style-type: none"> Staff wage for music program coordination 	<ul style="list-style-type: none"> Increase in the percentage of students participating in music programs from 2016-2017 Sustained partnership with 2-5 community organizations and/or artists.
\$3,000	<ul style="list-style-type: none"> Contracted partnerships with organizations to include music based instruction and support for students. 	<ul style="list-style-type: none"> Increase in the percentage of students participating in music programs from 2016-2017 Student participant mastery of engineering and recording skills, as demonstrated by 2-3 performances across the school year.
\$3,000	<ul style="list-style-type: none"> Purchase of classroom resources and equipment. 	<ul style="list-style-type: none"> Participant mastery of instruments, as shown by 2-3 performances across the year.

3. Art Program

Programmatic Narrative Based on Rubric

Team: Measure G1 Lead Team (as identified on page 1)

Current Status: At the middle school level, EBIA currently offers a visual arts elective to all students in the 7th grade. In class sizes of 28-30, students have the course for 45 minutes four times a week. This course is provided as a single level, accessible to all students from the novice to advanced level. Based in state standards, the course covers a variety of visual arts skills including

drawing, painting, sculpture and more. Throughout the year, students have the opportunity to display and exhibit their work both within the context of designated presentations of learning, and as a part of gallery walls placed throughout the building. The course is taught by a fully credentialed and qualified art teacher with multiple years of experience, and the students receive academic credit for completion of the course. The course is taught in a designated makerspace with a great deal of storage ability for supplies and water/sink access for use during class. The budget for materials and supplies is sufficient for all art students, and is supplemented through grants and donations. Further, when not in the visual arts course, students have access to the makerspace and arts supplies in order to support the development of projects for core academic courses.

In addition to the visual arts course, all students participate in our intersession program which provides an opportunity for students to engage in real-world arts projects at a developmentally appropriate level for middle school students. Through this program, three times a year for two weeks at a time, students self-select and participate in STEAM-focused hands on projects with partner organizations from across Oakland. Over the years, these partners have included Destiny Arts, Attitudinal Healing, Nimby and more. These projects have had students create stop motion films, build stages and sets for a school musical and create murals and mosaics throughout Oakland. Throughout all of these experiences, students have been exposed to and learned about the demands of various arts fields of study and career and developed content expertise that has led to academic success in their core classes.

Lastly, EBIA runs an afterschool program for students in grades 6-8 running Monday through Thursday from 3:30-5:00pm. This program is completely free to all current students and includes a range of academic, sports and club activities. These club activities include a range of arts programming such as an open maker lab, musical theater and dance. These club activities occur on a weekly basis and are made available to all students at the school

Proposed Plan: In reviewing the self-assessment component of this application, EBIA has decided to focus our proposal on those categories with lower self-assessment ratings.

Budget	2017-18 Activities	Anticipated Outcome
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

4. World Language Program

Programmatic Narrative Based on Rubric

Team: Measure G1 Lead Team (as identified on page 1), Lower School Spanish teacher

Current Status: At the middle school level, EBIA currently offers a Spanish language instruction to all students in the 8th grade. In class sizes of 28-30, students have the course for 45 minutes four times a week. This course is provided as a single level, accessible to all students from the novice to advanced level. Based in state standards, the course covers speaking, listening, reading and writing language acquisition. While in the course, all students have the opportunity to obtain and/or demonstrate their proficiency in Spanish, and have the ability to be placed in an intermediate level (Spanish II) course in the 9th grade based on 8th grade course completion. While in this course, students are also made aware of the ways in which language development in the course and beyond will meet A-G requirements as well as Seal of Biliteracy/Pathway awards. While in the course, students are provided with real-world communication experiences. Through our school's focus on project-based learning, students in Spanish courses have had the ability to write their own Spanish language children's books which they read aloud at a local preschool, work with local restaurants to translate their menu into Spanish, record and present newscasts in Spanish and use language acquisition software throughout 1:1 student to Chromebook instructional model. Further, the course instruction is designed to support the development of an empathy towards and respect for Spanish-language culture across the globe and interest in events impacting Spanish-language societies.

Proposed Plan: In our world language education self-assessment, we were able to identify our highest area of need as that of our ability to provide diverse course offerings to students wherein they would have the opportunity to take increasingly complex language courses while at the school. While students do have their opportunity upon entering our high school, we seek to increase the course offerings within our middle school program. As an initial step in this process, we will provide students will the ability to take an intermediate level Spanish course in addition to the entry level course already offered. As we already have an instructor on

staff able to support the course, the primary need will be in the purchasing of software compatible with our Chromebook platform and able to be integrated into a blended learning environment.

Budget	2017-18 Activities	Anticipated Outcome
\$4,241	<ul style="list-style-type: none"> Middle School World Language Spanish Course: blended learning course grounding in listening, speaking, reading and writing practices and able to be self-paced and provide opportunities for real world practice. 	<ul style="list-style-type: none"> At least 80% of those students placing into the intermediate level course demonstrating mastery of course level standards.

5. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Team: N/A

Current Status: N/A

Proposed Plan: N/A

Budget	2017-18 Activity	Anticipated Outcome
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

Community Engagement Meeting

Families/Community – Midyear Feedback Listening Session with Parent Advisory Council (March 24th, 2017)

Agenda and Minutes
<ul style="list-style-type: none"> Opening Focus Topics <ul style="list-style-type: none"> STEAM Programming Middle school electives Community building and student performance What's working? <ul style="list-style-type: none"> Strong growth in visual arts programming – lots more intersession options Students love getting to work in the makerspace for projects Strong growth in afterschool programming options – favorites include drumline, office hours Lots of excitement around running our second musical this spring Strong support of computer science as 6th grade elective course What needs development? <ul style="list-style-type: none"> Would like to see more direct connections between arts, music, etc. programming and college and career readiness Interest in larger array of options – music suggestions include: orchestra, choir More connections made for students between the intersection of technology and the arts Options for students who are heritage Spanish speakers or already proficient Next Steps

- o Planning for at least one student presentation of learning per trimester
- o Researching music program materials for purchase
- o Researching blended learning tools for Spanish language course

Staff Engagement Meeting

School Culture and Climate Reflections – Leading for Equity Conference Meeting (March 10th, 2017)

Agenda and Minutes

- Opening Reflection – What does equity mean in our context?
 - o Making sure all students can access all resources
 - o Celebrating student identities
 - o Ensuring all students have what they need (equity is not the same as equality)
- Equity in Instruction – What are our needs?
 - o Cultural Competency
 - Ensuring curricular materials are inclusive of all identities
 - Providing diverse materials that represent a wide range of student identities
 - o Prioritizing instructional time
 - Building a restorative justice model that keeps students in the classroom
 - Building stronger connections between SEL curriculum and core academic courses
- Equity in Culture and Climate – What are our needs?
 - o Daily Practice
 - Norming how we positively support students on a daily basis
 - Building universal positive behavior supports
 - Norming responses to Tier II behavior in the classroom
 - o Communication Systems
 - Ensuring all stakeholders are notified when something happens – advisors, parents, etc.
 - Having follow through – following up with students after an incident to check in
 - Creating a matrix to determine who to engage in restorative justice practices at what level
 - o Community Building
 - Using SEL curriculum to build relationships between students
 - Creating traditions to make students feel more connection to and empowerment at school
 - o Discipline
- Closing – How can we plan to move forward?
 - o Pitfalls
 - Moving too quickly, trying to accomplish too many things at once
 - Focusing on technical vs. deeper solutions
 - Isolating
 - Blaming and personalizing those individuals not engaged in the work
 - o Needs
 - Building trust amongst staff engaged in the work
 - Supporting the reflections of others as we work on culture and climate
 - Keeping up strong lines of communication across all stakeholders

Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc Linda Pulido-Esquivel at linda.esquivel@ousd.org.