	2019-20 Measure G1
	Charter Grant Application
	Due: April 17, 2019

School	East Bay Innovation Academy	Contact *	Devin Krugman
School Address	3400 Malcolm Ave., Oakland, CA 94605	Contact Email	devin.krugman@eastbayia.org
Principal	Devin Krugman	Principal Email	devin.krugman@eastbayia.org
School Phone	510.577.9557	Recommended Grant Amount**	$39,854.33
2018-19 LCFF Enrollment (6-8)	86	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	307

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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2018-19 (link to 2018-19 approved proposal)

	2018-19 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount
1	● Social-emotional learning curriculum created by High Resolves, to be implemented during the SEL course period across all grades, for all SEL lessons. ● High Resolves training led a partner organization to support staff understanding and implementation of the curriculum.	$5,000
2	● 0.2 FTE 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.	$9,452
3	● Professional development training for staff on the principles and practices associated with restorative justice methodology strategies for implementing these practices in a classroom setting.	$5,000
	Budget Total (must add up to Current Grant Amount)	$19,452

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount

1	● Social-emotional learning curriculum created by High Resolves, to be implemented during the SEL course period across all grades, for all SEL lessons. ● High Resolves training led a partner organization to support staff understanding and implementation of the curriculum.	$5,000
2	● Professional development training for staff on the principles and practices associated with restorative justice methodology strategies for implementing these practices in a classroom setting.	$5,000
3	● 0.33 FTE position of Dean of Students, taking on program coordination and communication management associated with restorative justice circle running, staff and community outreach.	$29,854.33
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	39,854.33

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
59%	41%	25%	16%		6%	87%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
20%	1%	5%	29%	N/A	1%	29%	15%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.	
Name	**Role**
Devin Krugman	Head of School
Kim Frankel	Director of Instruction
Michelle Cho	COO/CFO
Jaymee Huggins	Restorative Justice Coordinator

School Vision (insert here):

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. SSC, 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)	2017-18 (last yr)	2018-19 (this yr)	Art (Visual Arts, Theater, and Dance)	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Entry	Entry	*Access and Equitable Opportunity*	Quality	Quality
Instructional Program	Entry	Entry	*Instructional Program*	Basic	Basic
Staffing	Quality	Quality	*Staffing*	Quality	Quality
Facilities	Entry	Entry	*Facilities*	Basic	Basic
Equipment and Materials	Entry	Entry	*Equipment and Materials*	Quality	Quality

Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Basic	Basic
World Language *(Rubric)*	**2017-18 (last yr)**	**2018-19 (this yr)**			
Content and Course Offerings	Sustaining	Sustaining			
Communication	Sustaining	Sustaining			
Real world learning and Global competence	Sustaining	Sustaining			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	For grades 6-8 363	357	**Suspension**	Currently at 2%	<5%
ES Outreach Strategy Actions	School Tours Information Nights Student Panels Elementary School Visits	School Tours Information Nights Student Panels Elementary School Visits	**Chronic Absence**	2%	<5%
Programs to support ES students transition to MS	6th Grade Orientation Advisory Program Cohort Model	6th Grade Orientation Advisory Program Cohort Model	**CHKS data (district only)**	N/A	N/A

<mark>**REQUIRED: Please provide all meeting <u>agendas, minutes, flyers, and sign-in sheets</u> of the staff and community engagement meetings with this application. <u>The application will NOT be considered without this documentation of engagements.</u>**</mark>

Community Engagement Meeting(s)	
Community Group	**Date**
EBIA Cafelito	September 21st, 2019
EBIA Cafelito	October 26th, 2019
EBIA Cafelito	January 25th, 2019
Family Engagement Meeting	February 28th, 2019

Staff Engagement Meeting(s)	
Staff Group	**Date**
October All Faculty Intersession Professional Development	October 29th - November 2nd
February All Faculty Intersession Professional Development	February 19th - February 25th
Grade Level Team Lead Meetings	Twice monthly running September through May

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's 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

1. 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. Please highlight what G1 specifically supported in the 2017-18 school year.

2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

3. Add additional lines if you would like to add additional budget items.

4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. 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.

G1 Funds were not used for music for the 2018-2019 schoolyear, and will not be requested for the 2019-2020 schoolyear.		
Budget	**Description of 2019-20 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

2. *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

G1 Funds were not used for music for the 2018-2019 schoolyear, and will not be requested for the 2019-2020 schoolyear.

Budget	**Description of 2019-20 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

3. *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. Lastly, EBIA has integrated blended learning Spanish-language programs into the course curriculum in order to better differentiate instruction across multiple language levels.

G1 Funds were not used for music for the 2018-2019 schoolyear, and will not be requested for the 2019-2020 schoolyear.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

4.   5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Team: N/A

Current Status: N/A

Proposed Plan: N/A

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

5. *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 6-8, and another advisory that loops up with them across grade 9-12. 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 and family 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. EBIA has used curricular resources for SEL from Wildwood, Whole Human Project and High Resolves.

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. In the 2018-2019 schoolyear, EBIA was able to strategically react to this data by providing staff with SEL focused professional development, as well as providing a staff stipend for a staff member to serve as a restorative justice coordinator. These changes have produced more positive outcomes on interim culture and climate surveys for students, as well as a decrease in Tier III student conflict.

Proposed Plan: Due to the above described success of our prior G1 plan, we would like to continue to support SEL professional development for our staff, as well as increase the restorative justice supports for students throughout their day. 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 clear 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 restorative justice systems 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	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
$5,000	● Social-emotional learning curriculum created by High Resolves, to be implemented during the SEL course period across all grades, for all SEL lessons. ● High Resolves training led a partner organization to support staff understanding and implementation of the curriculum.	● All students will report a 10% increase on equity and connected-ness among student groups on the annual SCAI survey. ● All students will report consistent social emotional learning experiences and curriculum coverage across all advisories.
$29,854.33	● 0.33 FTE position of Dean of Students, taking on program coordination and communication management associated with restorative justice circle running, staff and community outreach.	● All students will report a 10% increase in sense of student input into discipline on the annual SCAI survey. ● All staff will report a 10% increase in consistency in expectations for and responses to student behavior. ● School will report a 10% decrease in Tier II and Tier III interventions (detention, suspension) from the prior school year.
$5,000	● Professional development training for staff on the principles and practices associated with restorative justice methodology strategies for implementing these practices in a classroom setting.	● All staff will report a 15% increase in consistency in expectations for and responses to student behavior. ● School will report a 10% decrease in Tier II and Tier III interventions (detention, suspension) from the prior school year.

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Community Engagement Meeting

Month	September	October	January	February
Updates	● Academic Policy ● Using Tech Tools ● Staff introductions and roles	● End of 1st Trimester ● Intersession ● PLP Conferences	● End of trimester planning ● Upcoming school events	● Intersession planning and engagement ● School celebrations and student shout outs
Success & Challenges/ Concerns	● New Learning Management System ● New common	● Responding to Tier I behavior ● Behavioral trends differing across	● Use of Kickboard for behavior management ● Integration of	● Implementation of advisory curriculum ● Integration of health education

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School:	East Bay Innovation Academy	Principal	Devin Krugman
School Address		Principal Email:	
School Phone		Grant Amount	$19,452
2017-18 LCFF Enrollment (6-8)	**70**		

- *Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.*

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. *Music Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
N/A		
Budget	**2018-19 Activities**	**Anticipated Outcome**

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

2. *Art Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
N/A		
Budget	**2018-19 Activities**	**Anticipated Outcome**

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
N/A		
Budget	**2018-19 Activities**	**Anticipated Outcome**

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing

| |
| |
| |

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on school enrollment data here]		
Budget	**2018-19 Activities**	**Anticipated Outcome**

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on school culture data here)		
Budget	**2018-19 Activities**	**Anticipated Outcome**
$5,000	● Social-emotional learning curriculum created	● All students will report a 10%

	by High Resolves, to be implemented during the SEL course period across all grades, for all SEL lessons. ● High Resolves training led a partner organization to support staff understanding and implementation of the curriculum.	increase on equity and connected-ness among student groups on the annual SCAI survey. ● All students will report consistent social emotional learning experiences and curriculum coverage across all advisories.
$9,452	● 0.2 FTE 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.	● All students will report a 10% increase in sense of student input into discipline on the annual SCAI survey. ● All staff will report a 10% increase in consistency in expectations for and responses to student behavior. ● School will report a 10% decrease in Tier II and Tier III interventions (detention, suspension) from the prior school year.
$5,000	● Professional development training for staff on the principles and practices associated with restorative justice methodology strategies for implementing these practices in a classroom setting.	● All staff will report a 15% increase in consistency in expectations for and responses to student behavior. ● School will report a 10% decrease in Tier II and Tier III interventions (detention, suspension) from the prior school year.

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

	rubrics	grade levels	agency rubric	for 8th graders

Staff Engagement Meeting

- November 2nd, 2018 - High Resolves
    - Developing curriculum review and refinement for advisory SEL program
- February 20th, 2019 - Communication strategies
    - Determining best practices for deescalation and positive culture building
- February 22nd, 2019 - High Resolves
    - Reviewing Videos for Change project as part of SEL program for implementation
- GLT Lead Meetings (ongoing bimonthly)
    - Review of work successes and challenges thus far, planning for SY 19.20

School Climate Assessment Instrument (SCAI): EBIA (Lower School)
2017-18 School Year

Number of Respondents	Student	Staff	Parent
	302	29	108

Average Score (Overall)	Student	Staff	Parent
	3.33	3.71	3.75
	2018	2018	2018
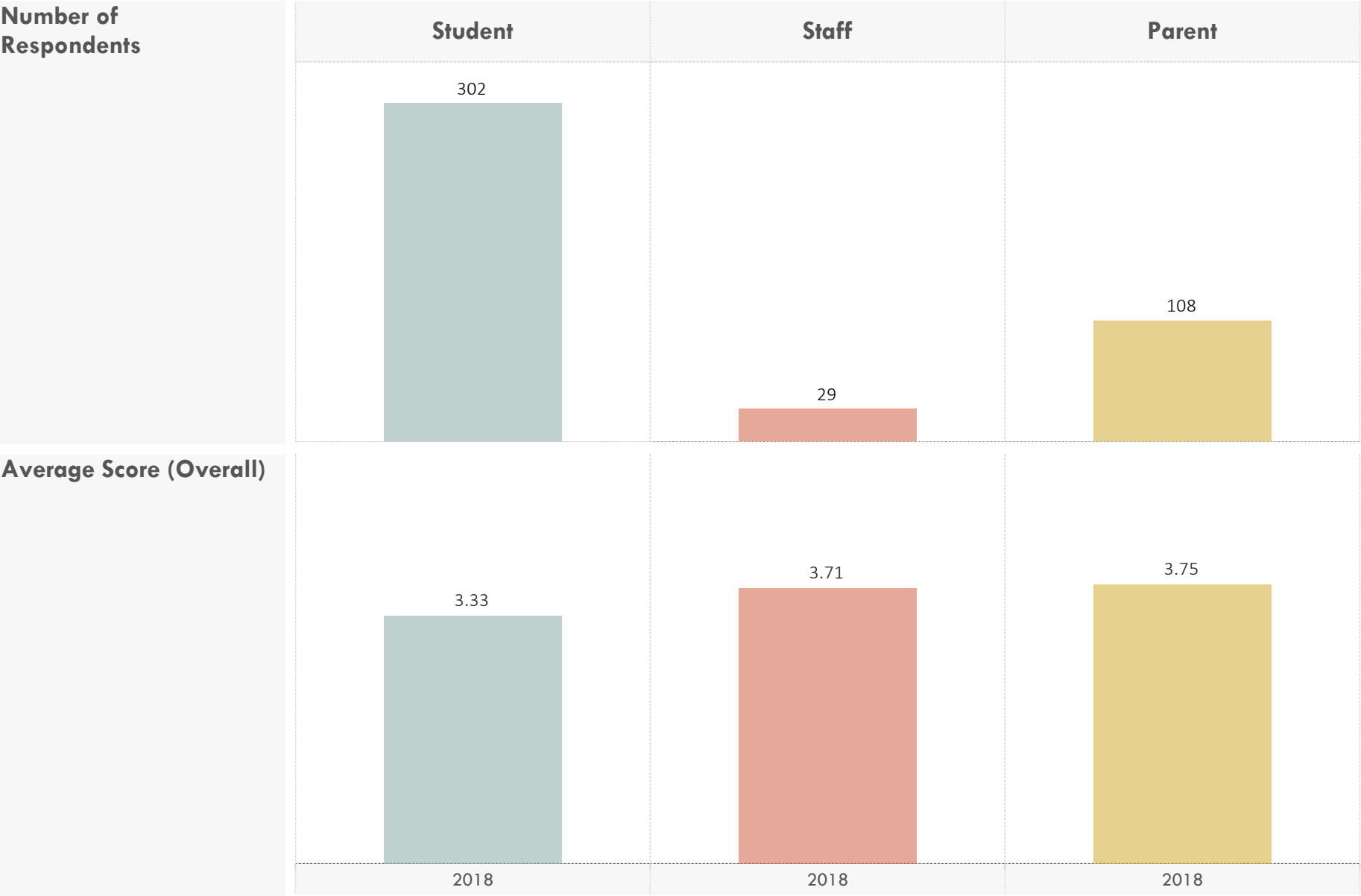
Note: Overall averages do not include Special Education (Dimension 9) scores for Staff and Parent categories.

Summary by Dimension

	Physical Appearance	Faculty Relationships	Student Interactions	Leadership/Deci..	Discipline	Learning/Assess..	Attitude/Culture	Community Relations	Special Education
Student	3.09		3.34		3.20	3.54	3.22	3.57	
Staff	3.26	3.98	3.66	3.77	3.45	4.10	3.41	3.92	3.85
Parent	3.88		3.76	3.93	3.56	3.74	3.57	3.90	3.80
Average	3.19	3.98	3.42	3.85	3.27	3.61	3.28	3.66	3.83

Note: The two highest and lowest dimension scores for each survey type are highlighted on this page.

1) Physical Appearance

	Welcoming to Outsiders	Use of School Colors	Ownership of School Appearance	Presence of Litter	Pride in Student Work	Maintenance of School Property	Relationships with Custodial Staff	Presence of Graffiti on Campus
Student	3.69	3.42	2.62	2.08	3.51	2.70	3.68	3.03
Staff	3.86	3.14	3.00	2.41	4.07	3.07	3.34	3.17
Parent	3.63		3.69		4.33			
Average	3.68	3.39	2.90	2.11	3.75	2.73	3.65	3.04

On this page and the following, individual item scores are highlighted if they are at least 0.25 above (green) or below (red) the survey group's overall average score.

2) Faculty Relationships

	Faculty Collaboration	Team Problem Solving	Use of Planning Time	Constructive Problem Solving	Positive Regard for Colleagues	Mutual Respect	Faculty Meeting Productivity	Attendance at School Events (Faculty)	Seeking Leadership	Coordination of Teacher Leadership	Sense of Camaraderie
Staff	4.32	3.89	3.96	4.11	3.96	4.18	3.89	3.39	4.36	3.71	4.04
Average	4.32	3.89	3.96	4.11	3.96	4.18	3.89	3.39	4.36	3.71	4.04

3) Student Interactions

	Sense of Belonging	Equity and Connectedness of Student Groups	Zero Tolerance of Put-Downs	Attendance at School Events (Students)	Impact of "Popular" Students	Sense of Safety	Emergence of Student Leaders	Perspective of Student Athletes	Student Rights	Student Expectation of Authentic Learning
Student	3.28	3.21	3.11	3.50	3.19	3.54	3.10	3.55	3.34	3.61
Staff	3.57	3.79	3.29	3.82	3.25	3.43	3.89	3.96	3.93	
Parent	3.74	3.92		3.68		3.65			3.84	
Average	3.41	3.41	3.13	3.56	3.20	3.56	3.16	3.58	3.50	3.61

4) Leadership & Decisions

	Sense of Vision and Mission	Vision is Shared	Grounding of Decisions in School Mission	Staff Feel Valued	Shared Values are Cultivated	Shared Decision Making	Accountability	Faculty Leadership	In Tune with Students and Community	Trust and Respect for Leadership	Understanding of School Climate
Staff	3.82	3.71	3.86	3.64	3.71	3.57	3.79	3.82	3.82	3.82	3.93
Parent	4.14	3.82							3.82		
Average	4.07	3.79	3.86	3.64	3.71	3.57	3.79	3.82	3.82	3.82	3.93

5) Discipline

	Clear Expectations for Behavior	Consideration of Student Input	Consistent Discipline Practice	Focus on Behavior	Functional Understanding of Behavior	Management of Student Autonomy	Positive Interventions to Behavior	Sense of Classroom Community	Supportive and Respectful Interactions with Students	Use of Logical Consequences Over Punishment
Student	3.55	2.79	3.22	3.42	3.34	3.33	2.99	2.91	3.35	3.15
Staff	2.78	3.70	2.56	3.85	3.81	3.41	3.37	3.56	3.81	3.67
Parent	3.27					3.32		3.60	3.92	3.72
Average	3.43	2.87	3.16	3.45	3.38	3.33	3.02	3.12	3.51	3.31

6) Learning & Assessment

	Assessment Informs Learning	Attention to Varied Learning Styles	Clear and Obtainable Learning Targets	Cooperative Learning	Dynamic Learner Centered Instruction	Growth Mindset	Learning is In-Depth	Opportunities for Student Reflection	Promotion of Internal Control	Support of Successful Student Self Regulation	Use of Higher Level Thinking
Student	3.57	3.31	3.65	3.61	3.47	3.54	3.41	3.64	3.46	3.89	3.43
Staff	4.22	4.00	3.85	4.37	4.22	4.22	3.89	4.48	3.89	3.89	4.11
Parent		3.58		3.90	3.78		3.70				
Average	3.63	3.42	3.67	3.73	3.59	3.60	3.51	3.71	3.49	3.89	3.49

7) Attitude & Culture

	School Traditions	Sense of Classroom Belonging	Sense of Collective Goals	Sense of Connection	Shared High Expectations	Student Responsibility for Others' Behavior	Student Voice	Students Seek Support of Adults	Students Speak Proudly About School	Students Think School is the Best
Student	3.26	3.41	3.62	3.27	3.49	2.81	3.09	3.31	2.78	3.22
Staff	3.35	3.54	3.69	3.23	3.92	3.12	3.27	3.85	3.08	3.04
Parent	3.51				3.89	3.12		3.74	3.59	
Average	3.32	3.42	3.63	3.27	3.61	2.90	3.10	3.44	2.99	3.20

8) Community Relations

	Approach to Service Learning	Attendance at School Events (Community)	Coach-Parent Relationships	Communication with Community	Community Members Invited to Class	Coordination of Volunteers	Welcoming to Parents
Student	3.52	3.27	3.59	3.76	3.27	3.55	4.04
Staff	3.58	3.69	4.27	4.38	3.77	3.65	4.08
Parent	3.90	3.68		4.14	3.82	3.66	4.19
Average	3.61	3.39	3.65	3.89	3.43	3.58	4.08

9) Special Education

	Climate of Inclusion	Differentiation	Effective Teaching and Management Strategies	Inclusion in Extracurricular Activities	Parent Engagement	Peer Support Skills Taught	Services are Integrated	Students Feel a Sense of Belonging	Time for Collaboration
Staff	4.23	3.81	3.35	3.46	4.27	3.73	4.27	3.81	3.69
Parent	4.27			3.67	4.20	2.93	4.00	3.73	
Average	4.24	3.81	3.35	3.54	4.24	3.44	4.17	3.78	3.69

Lower School Community Engagement

Sign In Sheet

Parent/Guardian Name	Student Grade(s)	Signature
David Holland	Alexa 6	Alex
Cheryl Berger	Mya 6	
Rita Schepergerdes	Lucas Ulbrich 6	R Scher
Lynn Petouhoff	Michael 6	Lynn Petouhoff
Wanyi Liang	zhuojie 6.	Wanyi Liang
Melanie Fields	Jose Antonio Alvarez	M. Fields
Amy Garlan	JD Gaellan 6	
Rezsin Gandez	Atticus 8th	
Lori Fuller	Aidan / Angelina 6/8	Lori Fuller
Blake Vonderhaar	Dimitri 6th	
Erin Carper	Fitts 6th	
Amircah Revereau Bay		
Francisco Machuca	Micaela Mach 6th	

East Bay Innovation Academy

Lower School Community Engagement

Sign In Sheet

Parent/Guardian Name	Student Grade(s)	Signature
Valerie Cole	Vander Cole	Valerie Cole
Beth Noonan	Lily Malone 6th g	Beth Noonan
Melanie Fields	Jose Antonio Alvarez	M. Fields
Rachel Osajima	John Pope (a) Katharine Pope (10)	RG
Cheryl Berger	Mya Berger 6th	
Batty	Devin + Dana	
Victor Navone	Annabel (9) Violet (6)	
Ana Tucker	Sebastian 7th	
Dennis Kynicks	Seb 7th	PK
Chetachi Okereke	7th & 6th	
Nyeshia Rowland	4th	Nyeshie
	6th	Jonathan

Lower
Secondary Student Survey
Fall 2018

Summary

Topic Description	Results	Comparison	
Climate of Support for Academic Learning	**64%**	67%	East Bay Innovation Academy
Knowledge and Fairness of Discipline, Rules and Norms	**59%**	56%	East Bay Innovation Academy
Safety	**60%**	63%	East Bay Innovation Academy
Sense of Belonging (School Connectedness)	**51%**	52%	East Bay Innovation Academy

271 responses

Climate of Support for Academic Learning

Your average

64%

271 responses

District average: **67%**   East Bay Innovation Academy

How did people respond?

Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.

Strongly Agree	21%	58
Agree	40%	109
Neither Disagree Nor Agree	30%	82
Disagree	5%	14
Strongly Disagree	3%	7
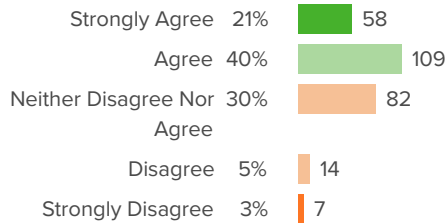
Favorable: **62%**

Q.2: My teachers work hard to help me with my schoolwork when I need it.

Strongly Agree	19%	50
Agree	43%	116
Neither Disagree Nor Agree	30%	80
Disagree	6%	17
Strongly Disagree	2%	6
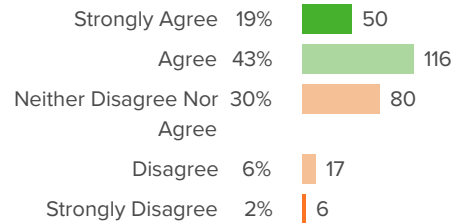
Favorable: **62%**

Q.3: Teachers give students a chance to take part in classroom discussions or activities.

Strongly Agree	27%	73
Agree	49%	130
Neither Disagree Nor Agree	19%	50
Disagree	2%	6
Strongly Disagree	3%	8
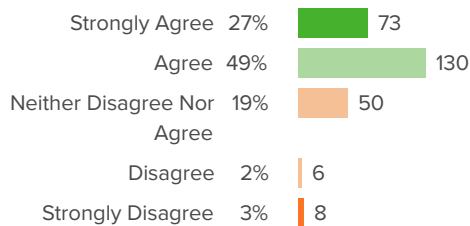
Favorable: **76%**

Q.4: Teachers go out of their way to help students.

Strongly Agree	15%	41
Agree	40%	108
Neither Disagree Nor Agree	34%	92
Disagree	6%	16
Strongly Disagree	4%	10
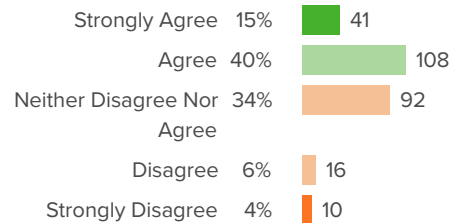
Favorable: **56%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

59%

271 responses

District average: **56%** East Bay Innovation Academy

How did people respond?

Q.1: This school clearly informs students what would happen if they break school rules.

Strongly Agree	19%	50
Agree	37%	99
Neither Disagree Nor Agree	30%	81
Disagree	10%	26
Strongly Disagree	5%	13
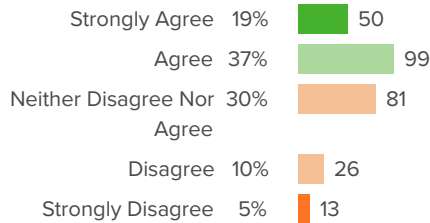
Favorable: **55%**

Q.2: Rules in this school are made clear to students.

Strongly Agree	16%	44
Agree	42%	114
Neither Disagree Nor Agree	27%	73
Disagree	10%	26
Strongly Disagree	5%	13
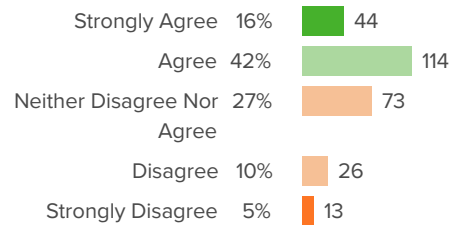
Favorable: **59%**

Q.3: Students know how they are expected to act.

Strongly Agree	13%	35
Agree	48%	127
Neither Disagree Nor Agree	29%	77
Disagree	7%	19
Strongly Disagree	3%	9
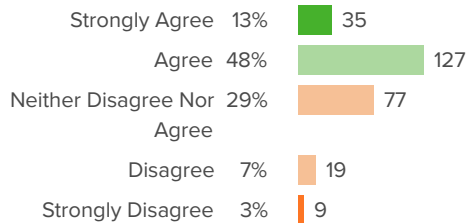
Favorable: **61%**

Q.4: Students know what the rules are.

Strongly Agree	15%	40
Agree	45%	119
Neither Disagree Nor Agree	30%	79
Disagree	7%	19
Strongly Disagree	4%	10
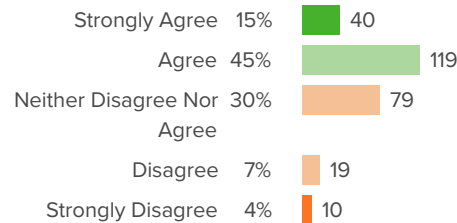
Favorable: **60%**

Safety

Your average

60%

271 responses

District average: **63%** East Bay Innovation Academy

How did people respond?

Q.1: How safe do you feel when you are at school?

Very Safe	13%	36
Safe	46%	123
Neither Safe nor Unsafe	33%	88
Unsafe	5%	13
Very Unsafe	3%	9
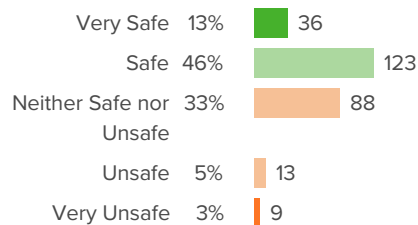
Favorable: **59%**

Q.2: Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?

0 Times	65%	175
1 Time	14%	37
2 or 3 Times	12%	33
4 or More Times	9%	24
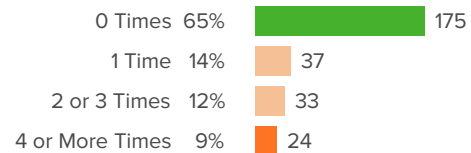
Favorable: **65%**

Q.3: Had mean rumors or lies spread about you?

0 Times	55%	147
1 Time	24%	63
2 or 3 Times	12%	33
4 or More Times	9%	24
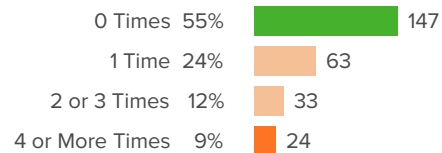
Favorable: **55%**

Q.4: Had sexual jokes, comments, or gestures made to you?

0 Times	61%	163
1 Time	15%	41
2 or 3 Times	9%	25
4 or More Times	15%	40
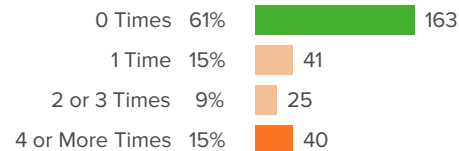
Favorable: **61%**

Q.5: Been made fun of because of your looks or the way you talk?

0 Times	59%	158
1 Time	21%	57
2 or 3 Times	8%	21
4 or More Times	12%	33
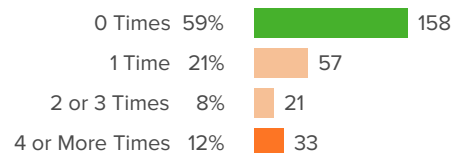
Favorable: **59%**

Sense of Belonging (School Connectedness)

Your average

51%

271 responses

District average: **52%**   East Bay Innovation Academy

How did people respond?

Q.1: I feel close to people at this school.

Strongly Agree	23%	62
Agree	39%	105
Neither Disagree Nor Agree	28%	75
Disagree	4%	10
Strongly Disagree	6%	15
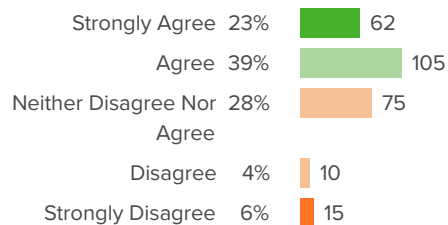
Favorable: **63%**

Q.2: I am happy to be at this school.

Strongly Agree	15%	39
Agree	37%	98
Neither Disagree Nor Agree	34%	92
Disagree	6%	17
Strongly Disagree	8%	21
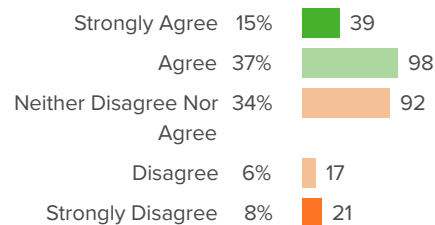
Favorable: **51%**

Q.3: I feel like I am part of this school.

Strongly Agree	13%	36
Agree	34%	91
Neither Disagree Nor Agree	39%	104
Disagree	9%	24
Strongly Disagree	5%	14
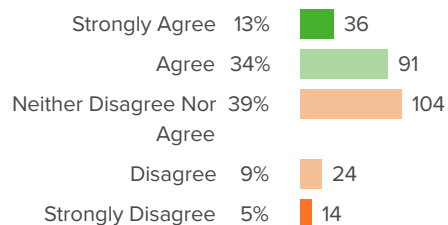
Favorable: **47%**

Q.4: The teachers at this school treat students fairly.

Strongly Agree	10%	27
Agree	33%	89
Neither Disagree Nor Agree	38%	101
Disagree	11%	29
Strongly Disagree	9%	23
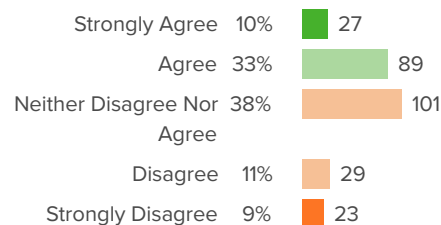
Favorable: **43%**

Meeting Agenda & Minutes

Agenda and Minutes 2/13

Items	Notes
Welcome ● Check In ● Assign Roles	

G1 School Culture and Climate Planning	Changes made in response to 6th grade team's concerns
	 Walked-through with Halat to see the day-to-day is like for teachers
	
	 Kickboard shouldn't replace the system
	 - But we do want there to be some kind of schoolwide system that allows for students to strive towards a behavior goal
	   - Want transparency for parents, advisors, etc to see patterns / trends across the day
	   - Look at a schoolwide behavior positivity ratio BUT needs to be tied to something, House competition / schoolwide lunch / motivating behavior
	
	 Diff b/t the day to day tracking of behavior and the overall positivity ratio
	 But, in current use
	 - Inconsistent tracking of behaviors to share with families
	 - Kids not bought in b/c it doesn't feel immediately tangible
	 Expectation for teacher use was confused

	- Points for each behavior (pos / neg) OR for behaviors we want to see → Innovator Behaviors? Still feels like two diff systems then - Rockstars / strikes AND Kickboard Purged a lot of Kickboard "bureaucracy" - 1-2 behaviors per block - Set up emails to trigger to families - Sierra could come in to share kids with most positivity points and kids who haven't gotten any NEXT STEPS - Go back to GLTs and see what we can come up with in terms of ideas for how we could positively use this schoolwide - Could do ice cream / pizza / shout outs / prizes / shout out cups / etc. - GOAL - build positive culture and climate and flag some kids
Follow up Questions/Ideas Next Steps	● The kids who are always doing what they should - does this help them? Do we want to target them? If so, then kickboard is too hard to maintain for every single kid. ● Goal would be to use this as a tool for schoolwide positive incentive for kids who are on the cusp of making choices. So we'd like to find ways to shout kids out and affirm them and also collect data about tier 3 kids. ● I get the theoretical of it, but in practice, the kids who always do the right then get a few shoutouts, while kids who struggle get a LOT of shoutouts bc it's what they need to be on track. Was looking at a tracking system where students earn points for innovator norms and I'd track those later. ● kickboard compliments ● Kids nominating each other ● Using GLT meeting time to put kids in each week into kickboard (reflection / summative)

| | willing to make the positive phone calls / emails home what if you have the same 3 in need over time? Would it be discouraging for kids? can reset so kids don't have access, but parents do Kim - 2-3 / day? Or 10 min a week?

Jaymee - but I do appreciate that if it's the same 3 kids each week, how do we use the data? Is it any good?

Anna - what are you doing to see other kids?

Devin - went back to the innovator norms bc the other items felt two esoteric you could organize it differently - two kids per norm, assign a norm to a teacher,

Kim - is this more of a student of the week system?

Devin - find the middle ground so it's not a hard lift, but that we do it with fidelity

Jaymee - time to roll things out and problem solve

Tiara - 5 at the end of the day?

Anna - yeah, 5 sounds great

Devin - any behaviors, but 5 entries a day

Devin - does that seem like workable data?

Jaymee - yes, 5 entries, per teacher per day - yes. Lots of data. That works.

Tiara - connecting kickboard to something?

Devin - Sierra talked about that last week → house points, at morning meeting certificates, raffle; for negatives → behavior contracts, no social time at lunch, parent meetings

Tiara - can we set points for that? Or a percentage?

Devin -

NEXT STEPS - Resetting norms for teachers of 5 behaviors / day Establishing time in GLT meetings on Thursdays to input or discuss trends Norming what points / % mean for kids Resetting passwords so it is parent-facing, not student-facing Changing SEL Reflection - one thing I did this week to show? What personal evidence do you have? |

	- Becomes more teacher-facing / focused… though we may want to tell kids we are looking each day for 5 kids showing _____ focus norm each week. - Possibly add a neg button for lack of preparedness?

Agenda 12/12

Items	Notes
Welcome ● Check In ● Assign Roles	

School Culture and Climate Planning	Changes made in response to 6th grade team's concerns
	Walked-through with Halat to see the day-to-day is like for teachers
	
	Kickboard shouldn't replace the system
	- But we do want there to be some kind of schoolwide system that allows for students to strive towards a behavior goal
	   - Want transparency for parents, advisors, etc to see patterns / trends across the day
	   - Look at a schoolwide behavior positivity ratio BUT needs to be tied to something, House competition / schoolwide lunch / motivating behavior
	
	Diff b/t the day to day tracking of behavior and the overall positivity ratio
	But, in current use
	- Inconsistent tracking of behaviors to share with families
	- Kids not bought in b/c it doesn't feel immediately tangible
	Expectation for teacher use was confused
	- Points for each behavior (pos / neg) OR for behaviors we want to see → Innovator Behaviors?

| | | Still feels like two diff systems then
   -   Rockstars / strikes AND Kickboard

Purged a lot of Kickboard "bureaucracy"
   -   1-2 behaviors per block
   -   Set up emails to trigger to families
   -   Sierra could come in to share kids with most positivity points and kids who haven't gotten any

NEXT STEPS
   -   Go back to GLTs and see what we can come up with in terms of ideas for how we could positively use this schoolwide
   -   Could do ice cream / pizza / shout outs / prizes / shout out cups / etc.
   -   GOAL - build positive culture and climate and flag some kids |
| Phoenix Games | | |

Agenda 12/5

Time	Items	Notes
	Welcome ● Check In ● Assign Roles	
	School Culture and Climate Systems Concerns / Consistency	School-year priorities ● Consistency / CRT ○ Advisory Systems ■ Mon / Tues - Reflections

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- ■ Mon / Tues - Newsday (CNN10)
- ■ Wednesday - High Resolves / SEL
- ■ Thursday - [Morning Meetings](#) / 7th and 8th Service / 6th Class Games
- ■ Friday - 6th Grade Service / Games / ILT Self-Select / Book Club
  - ● Need clarity around Friday Book Club
    - ○ Planners
      - ■ What are the systems?
        - ● 6th grade - initial system for each class & has a timer
        - ● 7th grade - inconsistent usage
        - ● 8th grade - grade them & record absent work too & revision deadlines
- ● Advisory Grades for Next Year? Currently could use as a competition for houses?

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Kickboard Follow-Up
(10 min)

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What do teachers want as a behavior intervention? S3 Support?
- ● Keep in mind PBIS vision and focus
- ● Kickboard - about positive behavior system
  - ○ Is kickboard working to encourage positive behaviors?
    - ■ Fitts - feels like it's too much work and doesn't feel like it's working and doesn't feel like it's easy to use
    - ■ Visible incentives with tangible rewards and Fitts doesn't feel like it's visible
    - ■ Solis - teachers feel anxious and nervous about kickboard requirements, they are concerned they will face consequences if they don't put in kickboard points regularly and find it challenging to input them in a meaningful and consistent way
    - ■ Fitts wants to individualize the pos behavior system
    - ■ Patterson - feels like stu don't care and there needs to be something connected to it
- ● What should consequences look like?
  - ○ Reflections

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		○ Emails home ○ Skipping class - clarity and consistency around the outcome
	Next Steps	Advisory - Fridays - Morning Meetings Behavior / consequences? - Maybe we need to review the Flow Chart and Common Agreements Schedule Reflection How can we modify the current system? Or do we need to revamp entirely? - Teams feel like they are doing two systems - Feel like Kickboard doesn't work

Agenda 9/19

Time	Items	Notes
	Welcome ● Check In ● Assign Roles	
	Temperature Check - School Culture and Climate (10 min)	● 6th grade - Honeymoon period over, Kickboard being used (Kick + and -) , with comments next to them, rolled out reflection forms, "what behaviors help move our classroom forward / delay our classroom activities?" track reflection forms, add a comment for a reflection to kickboard? Forms should be signed and returned. ● 7th grade - RJ circles with cohorts in 1 class talking about behaviors in ILT, all cohort lunch and what stu should do to earn all-cohort lunch - 90% positive kickboard points

		over 2 weeks = all cohort lunch, communicate with advisories to reinforce, messaging, COST ● 8th grade - a lot of new students and all seem to have IEPS and not receiving IA support, math struggling, new teachers who aren't honoring 504s and IEPs and disgruntled parents, wild and unsafe behaviors in the hallways, if admin is present, transitions norms aren't being followed which is contributed to that, need meeting time with the spanish teacher, kids are wild in her class and this is impacting space, need to start talking about high school
	Echo Skill Share / Grades & Kickboard Check - Who needs support? (7 min)	● 6th grade - ECHO - glt time to share out with team, so most members seem to be in good shape, coleman and halat check in about grades / grading, KICKBOARD - all ok ● 7th grade - ECHO - not sure how it's going yet, KICKBOARD - checked in with Sierra ● 8th grade - ECHO - Clemens & Solis have met to align, McAlduff asking lots of questions, Keeve needs a check in about grades / concerns about access to books and modifications / needs to post slideshows, KICKBOARD - emphasis has been on ECHO. May need to set up a new DuoLingo class and clarity around Spanish and modifications for heritage speakers. ● Echo Skill/ Class Share - open up echo classrooms and collaborate, add as a student to other classes, grading calibration (Friday meeting or as GLT meeting)
	Preparing for PLPs How does monday reflections prepare students for this PLP Conference Handbook Mindfulness Monday Reflection (8 min)	● Revise Template to add tabs for each class ● Treat previous reflections as practice, repost new template as a doc template assignment ● Revised template

	Looking Ahead - Calendar Dates	Covitality Fall Student Survey PLP Prep
	Questions	- What does intersession look like? - PLP Prep Days? What about the schedule for the rest of the week? - Accomodations for 7th grade advisors? - Start the week of intersession? Feels easier on teachers. - Build time into schedule? - Let teachers know when grades are due (Oct 12 last due date), do a grade check