



2019-20 Measure G1

Charter Grant Application

Due: November 15, 2019

School	East Bay Innovation Academy	Contact *	Kim Frankel
School Address	3400 Malcolm Ave., Oakland, CA 94605	Contact Email	kim.frankel@eastbayia.org
Principal	Kim Frankel	Principal Email	kim.frankel@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 <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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. 	\$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 <i>Budget Justification and Narrative Section</i> (add more rows if necessary)	Budget Amount
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1	<ul style="list-style-type: none"> • 1 FTE Behavioral support aide to continue PBIS work, supporting students with conflict resolution and mediation; working with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy; helping facilitate restorative conversations and working with students to develop behavior contracts and behavior goals, and year-long incentive plans. The IA will serve the 370 students at our middle school. 	\$25,000
2	<ul style="list-style-type: none"> • Extend existing student support staff contract hours (overtime) to support transition-focused initiatives. Specifically, the extended contract hours will be used to develop and facilitate conflict resolution groups, self-identity/group identity groups, communication-building groups, and grief-hardship support groups. Staff will intentionally strengthen relationships between students and staff, and foster community-building through small groups. 	\$6,000
3	<ul style="list-style-type: none"> • Musical theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction and production. Set design will also be part of the production. 	\$6,000
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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
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Student Body Ethnic Composition

African-American	American Indian/Alaska n 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
Kim Frankel	Principal
Michelle Cho	Executive Director
Ron Kemp	Dean of Students

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.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (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
<u>World Language (Rubric)</u>	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	6 th Grade Orientation Advisory Program Cohort Model	6 th Grade Orientation Advisory Program Cohort Model	CHKS data (district only)	N/A	N/A

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

Community Engagement Meeting(s)	
Community Group	Date
PAC meeting	November 14, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Advisory Meeting	November 15, 2019

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 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. 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.

Proposed Plan: Musical theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction and production. Set design will also be part of the production.

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

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$6,000	Musical production related costs, including coaching	370 students review performance, 50 cast and crew members take leadership roles.
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 art 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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 world language 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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 around 20 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 especially for our entry grade (6th). 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. With many new staff this year, we will provide professional development opportunities through High Resolves and through trained EBIA staff on restorative justice practices. 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. To achieve these goals, we plan to bring on a Behavioral Support aide and extend current support staff's hours, who will together support the Dean of Students and teachers in meeting these goals. They will also support resolutions of student conflicts and work with small groups on self-regulation and direction.

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. 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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$25,000	1 FTE Behavioral Support aide to continue PBIS work, supporting students with conflict resolution and mediation; working with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy; helping facilitate restorative conversations and working with students to develop behavior contracts and behavior goals, and year-long incentive plans.	<ul style="list-style-type: none"> While the aide will spend significant time with 6th graders to support their transition to middle school (130 students), the aide will support culture and climate across all grades (370 students). School will report a 10% decrease in Tier II and Tier III interventions from the prior school year.
\$6,000	<ul style="list-style-type: none"> Extend existing student support staff contract hours (overtime) to support transition-focused initiatives. Specifically, the extended contract hours will be used to develop and facilitate conflict resolution groups, self-identity/group identity groups, communication-building groups, and grief-hardship support groups. Staff will intentionally strengthen relationships between students and staff, and foster community-building through small groups. 	<ul style="list-style-type: none"> The staff will impact all grades (370 students) All students will report a 10% increase on equity and connected-ness among student groups on the annual SCAI survey.
\$2,854.33	<ul style="list-style-type: none"> Restorative Justice and social-emotional learning curriculum training provided by High Resolves and trained EBIA staff 	<ul style="list-style-type: none"> Staff will report a 10% increase in school culture and climate metric.

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	<ul style="list-style-type: none"> Academic Policy Using Tech Tools Staff introductions and roles 	<ul style="list-style-type: none"> End of 1st Trimester Intersession PLP Conferences 	<ul style="list-style-type: none"> End of trimester planning Upcoming school events 	<ul style="list-style-type: none"> Intersession planning and engagement School celebrations and student shout outs
Success & Challenges/ Concerns	<ul style="list-style-type: none"> New Learning Management System New common 	<ul style="list-style-type: none"> Responding to Tier I behavior Behavioral trends differing across 	<ul style="list-style-type: none"> Use of Kickboard for behavior management Integration of 	<ul style="list-style-type: none"> Implementation of advisory curriculum Integration of health education

	rubrics	grade levels	agency rubric	for 8th graders
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Staff Engagement Meting

- 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, latest on November 15, 2019)
 - Review of work successes and challenges thus far, planning for SY 19.20



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Charter Grant Application

Due: November 15, 2019

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Name	Role
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Michelle Cho	Executive Director
Ron Kemp	Dean of Students

School Vision (insert here):

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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.

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Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 around 20 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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$3,000	<ul style="list-style-type: none"> High Resolves training led by a partner organization to support staff understanding and implementation of the curriculum. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
\$7,000	<ul style="list-style-type: none"> 0.1 FTE position of professional development training for staff on the principles and practices associated with restorative justice methodology and strategies for implementing these practices in a classroom setting. 	<ul style="list-style-type: none"> 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.

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	<ul style="list-style-type: none"> Academic Policy Using Tech Tools Staff introductions and roles 	<ul style="list-style-type: none"> End of 1st Trimester Intersession PLP Conferences 	<ul style="list-style-type: none"> End of trimester planning Upcoming school events 	<ul style="list-style-type: none"> Intersession planning and engagement School celebrations and student shout outs
Success & Challenges/ Concerns	<ul style="list-style-type: none"> New Learning Management System New common 	<ul style="list-style-type: none"> Responding to Tier I behavior Behavioral trends differing across 	<ul style="list-style-type: none"> Use of Kickboard for behavior management Integration of 	<ul style="list-style-type: none"> Implementation of advisory curriculum Integration of health education

	rubrics	grade levels	agency rubric	for 8th graders
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Staff Engagement Meting

- 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



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: April 4, 2019**

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	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.
N/A

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.

N/A

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 towards the anticipated student outcomes? Please include successes and challenges.

N/A

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

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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.

N/A

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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
\$9,452	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<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"> • 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.

Social Emotional Learning Curriculum and Training

- For this school year, EBIA has expanded our use of the High Resolves social emotional learning advisory curriculum to work across all grades. In partnership with High Resolves, we have implemented staff training on the program in half day PD sessions in August, October and February, as well as ongoing technical support during our team meetings. We have also used the curriculum during our weekly social emotional learning period and provided families with information sessions to learn more about the work. Lastly we have surveyed students to get their feedback on the program as well as tracked our school culture and climate data to see if the program is having a positive impact.

Restorative Justice Coordinator

- For this school year, EBIA has hired a staff member to work as a restorative justice coordinator. In the context of their role, this individual works to mediate student and staff conflicts using restorative justice practices. This work involves communicating with and getting input from staff, parents and students, running goal driven restorative circles between students and providing follow up check ins and tracking goal data for those students involved in mediations. Based on this work, EBIA anticipates an increase in the reported level of consistency in expectations for and responses to student behavior, as well as a decrease in our suspension rate.

Restorative Practices Training

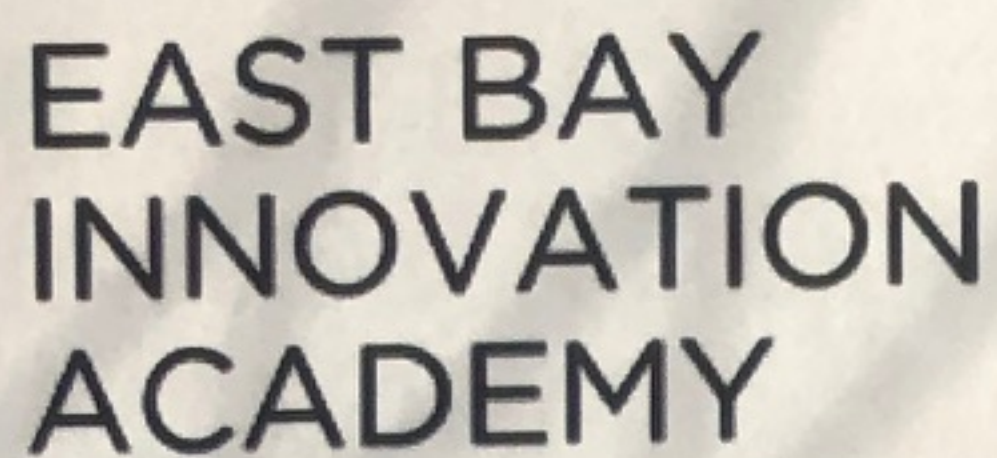
- During the school year, our school has three main sessions of professional development - pre-service August training, October intersession, and February intersession. During each of these session, we have held restorative practices, restorative justice and communication training for staff members. For these trainings, staff has been supported in understanding how to building positive culture and climate in their classrooms, as well as how to resolve conflict at the lowest possible level using mediation strategies. Based on this work, EBIA anticipates an increase in the reported level of consistency in expectations for and responses to student behavior, as well as a decrease in our suspension rate.



PAC Agenda 11/14/2019, Upper School Library, 7-8 pm

1. Address administrative changes
 - a. New principals now at each site: Introduce Kim and Zach (a few words from them?)
 - b. With these new changes, we need to split the PAC to LPAC and UPAC
2. What we accomplished last trimester
 - a. Giving Drive: \$93K
 - b. Project: Expo
 - c. Field trip to Monterey
 - d. Food for teachers
 - e. School tours
 - f. Intersession instruction/volunteer
3. Upcoming needs
 - a. Dance at lower school tomorrow night
 - b. More tours
 - c. SpringFest leads
 - d. Intersession help
 - e. Fundraising: Goal \$150K more!
4. How do you want to help?
 - a. Sign up for committees
 - b. Enrollment push
5. Measure G1: lower school
 - 18-19 carryover
 - 19-20 spending plan
6. Measure N : Upper School
 - a) Industry partners
 - b) internships

Next PAC general meeting March 12



PAC Meeting/ Oakland Measure G1

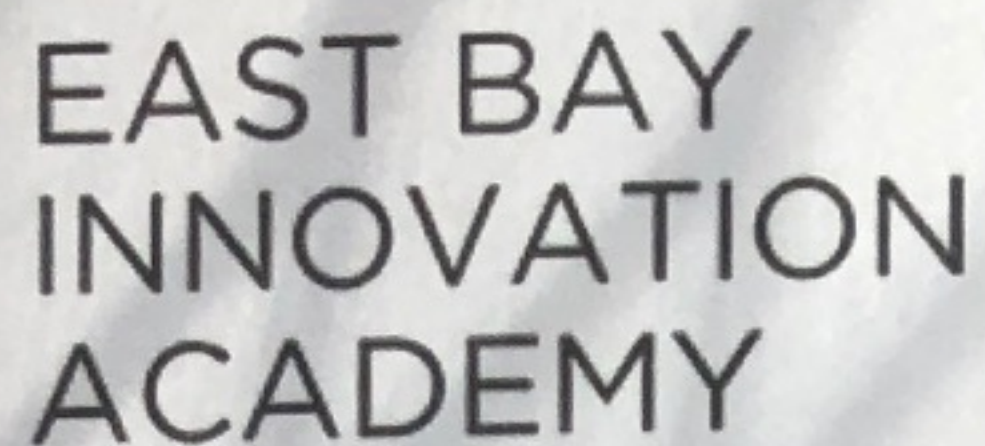
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Emergency Staff Meeting for Measure G1: Meeting Notes 11/15/2019, 8:15 am, room 2

Attendees: Kim Frankel, see sign-in sheet.

Announcement of Survey Winner	<p>Basketball game on the blacktop</p> <p>Stepten v Kemp All Star Team (11/15)</p> <p>Fitts v Kemp All Star Team (11/22)</p> <p>Pancak v Kemp All Star Team (12/6)</p>
Measure G1 Update	<p>Proposal rejected because it included components of staff that was already hired.</p> <p>To continue to support the DoS and our most vulnerable stu</p> <ul style="list-style-type: none"> - Propose that we hire an IA to support transition for 6th grade, also to support conflict resolution and restorative conversations in 6th grade (concern about bullying here) - Additional proposal to support stu who need add'l help with social skills and organization, would like to train and extend hours for current IAs to support these students - Would also like to use some of the \$\$ for sports program <ul style="list-style-type: none"> - Fitts - is it possible to use it for an afterschool musical instead? - Frankel - very, part of the program is to get arts to kids. Let's look into how to use this. - Fitts - we could use it for instructors, for sets, costumes, the licensing, etc. <p>Passed around proposal for feedback and sign in sheet</p>



Staff Advisory Meeting, Lower School/ Oakland Measure G1 Revision

[illegible]



2019-20 Measure G1

Charter Grant Application

Due: November 15, 2019

School	East Bay Innovation Academy	Contact *	Kim Frankel
School Address	3400 Malcolm Ave., Oakland, CA 94605	Contact Email	kim.frankel@eastbayia.org
Principal	Kim Frankel	Principal Email	kim.frankel@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 <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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. 	\$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 <i>Budget Justification and Narrative Section</i> (add more rows if necessary)	Budget Amount
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1	<ul style="list-style-type: none"> • 1 FTE Behavioral support aide to continue PBIS work, supporting students with conflict resolution and mediation; working with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy; helping facilitate restorative conversations and working with students to develop behavior contracts and behavior goals, and year-long incentive plans. The IA will serve the 370 students at our middle school. 	\$25,000
2	<ul style="list-style-type: none"> • Extend existing student support staff contract hours (overtime) to support transition-focused initiatives. Specifically, the extended contract hours will be used to develop and facilitate conflict resolution groups, self-identity/group identity groups, communication-building groups, and grief-hardship support groups. Staff will intentionally strengthen relationships between students and staff, and foster community-building through small groups. 	\$6,000
3	<ul style="list-style-type: none"> • Musical theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction and production. Set design will also be part of the production. 	\$6,000
4	<ul style="list-style-type: none"> • High Resolves and other restorative justice training to support staff with understanding and implementation of the curriculum 	\$2854.33
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/Alaska n 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
Kim Frankel	Principal
Michelle Cho	Executive Director
Ron Kemp	Dean of Students

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.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (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
<u>World Language (Rubric)</u>	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	6 th Grade Orientation Advisory Program Cohort Model	6 th Grade Orientation Advisory Program Cohort Model	CHKS data (district only)	N/A	N/A

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

Community Engagement Meeting(s)	
Community Group	Date
PAC meeting	November 14, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Advisory Meeting	November 15, 2019

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 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. 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.

Proposed Plan: Musical theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction and production. Set design will also be part of the production.

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

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$6,000	Musical production related costs, including coaching	370 students review performance, 50 cast and crew members take leadership roles.
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 art 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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 world language 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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 around 20 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 especially for our entry grade (6th). 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. With many new staff this year, we will provide professional development opportunities through High Resolves and through trained EBIA staff on restorative justice practices. 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. To achieve these goals, we plan to bring on a Behavioral Support aide and extend current support staff's hours, who will together support the Dean of Students and teachers in meeting these goals. They will also support resolutions of student conflicts and work with small groups on self-regulation and direction.

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. 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 <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$25,000	1 FTE Behavioral Support aide to continue PBIS work, supporting students with conflict resolution and mediation; working with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy; helping facilitate restorative conversations and working with students to develop behavior contracts and behavior goals, and year-long incentive plans.	<ul style="list-style-type: none"> While the aide will spend significant time with 6th graders to support their transition to middle school (130 students), the aide will support culture and climate across all grades (370 students). School will report a 10% decrease in Tier II and Tier III interventions from the prior school year.
\$6,000	<ul style="list-style-type: none"> Extend existing student support staff contract hours (overtime) to support transition-focused initiatives. Specifically, the extended contract hours will be used to develop and facilitate conflict resolution groups, self-identity/group identity groups, communication-building groups, and grief-hardship support groups. Staff will intentionally strengthen relationships between students and staff, and foster community-building through small groups. 	<ul style="list-style-type: none"> The staff will impact all grades (370 students) All students will report a 10% increase on equity and connected-ness among student groups on the annual SCAI survey.
\$2,854.33	<ul style="list-style-type: none"> Restorative Justice and social-emotional learning curriculum training provided by High Resolves and trained EBIA staff 	<ul style="list-style-type: none"> Staff will report a 10% increase in school culture and climate metric.

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	<ul style="list-style-type: none"> Academic Policy Using Tech Tools Staff introductions and roles 	<ul style="list-style-type: none"> End of 1st Trimester Intersession PLP Conferences 	<ul style="list-style-type: none"> End of trimester planning Upcoming school events 	<ul style="list-style-type: none"> Intersession planning and engagement School celebrations and student shout outs
Success & Challenges/ Concerns	<ul style="list-style-type: none"> New Learning Management System New common 	<ul style="list-style-type: none"> Responding to Tier I behavior Behavioral trends differing across 	<ul style="list-style-type: none"> Use of Kickboard for behavior management Integration of 	<ul style="list-style-type: none"> Implementation of advisory curriculum Integration of health education

	rubrics	grade levels	agency rubric	for 8th graders
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Staff Engagement Meting

- 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, latest on November 15, 2019)
 - Review of work successes and challenges thus far, planning for SY 19.20



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19**

Due: April 4, 2019

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	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.
N/A

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.

N/A

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 towards the anticipated student outcomes? Please include successes and challenges.

N/A

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

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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.

N/A

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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
\$9,452	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<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"> • 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.

Social Emotional Learning Curriculum and Training

- For this school year, EBIA has expanded our use of the High Resolves social emotional learning advisory curriculum to work across all grades. In partnership with High Resolves, we have implemented staff training on the program in half day PD sessions in August, October and February, as well as ongoing technical support during our team meetings. We have also used the curriculum during our weekly social emotional learning period and provided families with information sessions to learn more about the work. Lastly we have surveyed students to get their feedback on the program as well as tracked our school culture and climate data to see if the program is having a positive impact.

Restorative Justice Coordinator

- For this school year, EBIA has hired a staff member to work as a restorative justice coordinator. In the context of their role, this individual works to mediate student and staff conflicts using restorative justice practices. This work involves communicating with and getting input from staff, parents and students, running goal driven restorative circles between students and providing follow up check ins and tracking goal data for those students involved in mediations. Based on this work, EBIA anticipates an increase in the reported level of consistency in expectations for and responses to student behavior, as well as a decrease in our suspension rate.

Restorative Practices Training

- During the school year, our school has three main sessions of professional development - pre-service August training, October intersession, and February intersession. During each of these session, we have held restorative practices, restorative justice and communication training for staff members. For these trainings, staff has been supported in understanding how to building positive culture and climate in their classrooms, as well as how to resolve conflict at the lowest possible level using mediation strategies. Based on this work, EBIA anticipates an increase in the reported level of consistency in expectations for and responses to student behavior, as well as a decrease in our suspension rate.