



East Bay Innovation Academy

Board Meeting

Date and Time

Thursday June 8, 2023 at 8:00 AM PDT

Location

3400 Malcolm Avenue, Oakland, CA

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 AM
Opening Items			
A. Record Attendance and Guests		Rochelle Benning	1 m
B. Call the Meeting to Order		Rochelle Benning	1 m
C. Review and Approve Minutes from 5/31/2023 REGULAR Board Meeting	Approve Minutes	Rochelle Benning	1 m
D. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)		Rochelle Benning	15 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
II. Consent Agenda			8:18 AM

	Purpose	Presenter	Time
A. Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Rochelle Benning	5 m

Consent Agenda Items:

- Panorama Survey Board Update - May 2023
- Edtec Contract
- Powerschool contract
- Board on Track contract
- WASC Mid-Year Report
- Core Data Collaborative MOU - PULLED ITEM. No review at this meeting.
- NWEA Contract
- Strived MOU
- May Check Register

III. Academic Excellence 8:23 AM

Academic Excellence

A. Local Control Accountability Plan Review and Approval	Vote	Jenna Stauffer	5 m
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- SY 23-24 Local Control Accountability Plan

B. 2023 -2024 Staffing: Declaration of Need for Fully Qualified Educators - PULLED ITEM - NO REVIEW AT THIS MEETING	Vote	Jenna Stauffer	5 m
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2023 -2024 Staffing: Declaration of Need for Fully Qualified Educators

IV. Finance and Development 8:33 AM

Finance

A. East Bay Innovation Academy - Finance Update	Vote	Jenna Stauffer	5 m
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- 2023 - 2024 School Year budget review and approval

	Purpose	Presenter	Time
V. Facility Updates			8:38 AM
A. Facilities Updates	Vote	Jenna Stauffer	10 m
- Authorize Board Chair and ED to negotiate and finalize school site facilities contracts			
VI. School Governance and Other Matters			8:48 AM
A. Confirm Board Meeting Dates through 2022 - 2023 School Year (and early 2023 - 2024)	Discuss	Rochelle Benning	1 m
Current board meetings through the end of the school year are scheduled as follows - do we need to make any adjustments that we can incorporate into our schedule now?			
July 2023 Summer Break			
8:00 PM Wednesday, 8/16/2023			
8:00 PM Wednesday, 9/20/2023			
B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items)	FYI	Rochelle Benning	10 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
VII. Closing Items			8:59 AM
A. Adjourn Meeting	Vote	Rochelle Benning	1 m

Coversheet

Review and Approve Minutes from 5/31/2023 REGULAR Board Meeting

Section: I. Opening Items
Item: C. Review and Approve Minutes from 5/31/2023 REGULAR Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for East Bay Innovation Academy Board Meeting on May 31, 2023

APPROVED



East Bay Innovation Academy

Minutes

East Bay Innovation Academy Board Meeting

Date and Time

Wednesday May 31, 2023 at 8:00 PM

Location

EBIA's regular board meetings are held in person at EBIA, 3400 Malcolm Avenue, Oakland, CA at 8 PM.

Directors Present

Brad Edgar, Kelly Garcia, Michael De Sousa, Rochelle Benning

Directors Absent

Devin Krugman, Ken Berrick

Guests Present

Bonita Herrera, Bryce Fleming (remote), Carolyn Gramstorff, Francesca Fay, Jenna Stauffer, Mike Pocrnich (remote), Miranda Thorman

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Rochelle Benning called a meeting of the board of directors of East Bay Innovation Academy to order on Wednesday May 31, 2023 at 8:06 PM.

C. Review and Approve Minutes from 5/1/2023 REGULAR Board Meeting

Kelly Garcia made a motion to approve the minutes from Board Meeting - April Meeting Rescheduled to May 1 on 05-01-23.

Brad Edgar seconded the motion.

The board **VOTED** to approve the motion.

D. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)

There are no members of the public.

II. Consent Agenda

A. Review and Approve East Bay Innovation Academy Consent Agenda Items

Board discussed changing the calendar for SY 23-24 with one note to align the winter break with OUSD.

Rochelle Benning made a motion to approve the consent agenda.

Kelly Garcia seconded the motion.

The board **VOTED** to approve the motion.

III. Academic Excellence

A. Executive Directors Report

Executive Director and board discussed graduation requirements at EBIA and a resolution that would allow the ED to use discretion (limited) in graduation determination. For specific details see board packet.

Rochelle Benning made a motion to approve a board resolution Option to Award Diplomas.

Kelly Garcia seconded the motion.

Board discussed and implementation process.

The board **VOTED** to approve the motion.

B. Graduation Program Updates

Bonita shared an update related to 8th grade promotion and Class of 2023 commencement ceremony.

C. Culture and Climate Update

Fran shared an update related to culture and climate via a community survey that was done. For specific details please see board packet.

D. LCAP Update

Carolyn presented the LCAP to the board. For specific details please see the board packet.

IV. Finance and Development

A. East Bay Innovation Academy - Finance Update

Our Ed Tech consultants presented a finance update. Please see board packet for specifics.

V. Facility Updates

A. Discuss the status of Marshall and Golden Gate Academy facilities

Shelly shared an update on the status of facilities for the lower campus and upper campus.

VI. School Governance and Other Matters

A. Confirm Board Meeting Dates through 2022 -2023 School Year (and early 2023 - 2024)

Board discussed upcoming board meeting dates. Agreed to move the June board meeting date to June 8 at 8am.

B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items)

There are no members on the public.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:05 PM.

Respectfully Submitted,
Kelly Garcia

Coversheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section: II. Consent Agenda
Item: A. Review and Approve East Bay Innovation Academy Consent Agenda Items
Purpose: Vote
Submitted by:
Related Material: Panorama Board Update - May 2023.pdf
BoardOnTrack - East Bay Innovation Academy - Renewal 2023-2024.pdf
WASC Progress Report (Due 6_1_2023) - Final Draft.pdf
Data Sharing Agreement 2023-04_Strived_EBIA.pdf
EBIA May 2023 Check Register.pdf
Strived Schools _ District Partnerships (1).pdf
East Bay Innovation Academy - 5_11_2023.pdf
Q-739212-20230410-1850 (2).pdf
East Bay Innovation Academy - 5_15_2023.pdf

What is Panorama and why do we use it?

Panorama Survey Overview

- The survey asks students questions about their social and emotional learning (SEL), school climate, and school satisfaction.
- Panorama helps understand where MTSS/RTI and PBIS strategies are working and where you can strengthen student support.
- Quickly identifies needs and monitor progress toward goals

Who and what are we surveying?

- Student - SEL, Culture & Climate
- Staff - Student, Leadership, and Instructional Focus
- Family - Support, Engagement, School Climate

Panorama Survey Data - Students

Upper School Survey Data 2023:



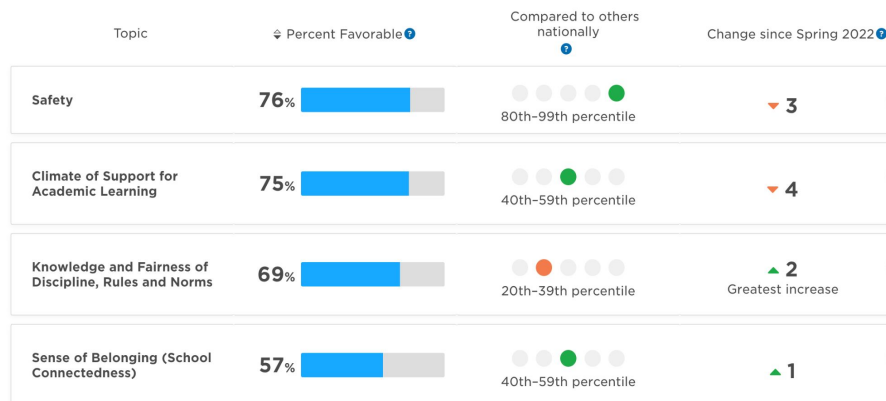
CORE Student Survey: Climate & Culture (2)

What feedback did students have for their school?

Secondary Student Survey

147 responses | [show breakdown](#)

[Save as PDF](#)



Lower School Survey Data 2023:



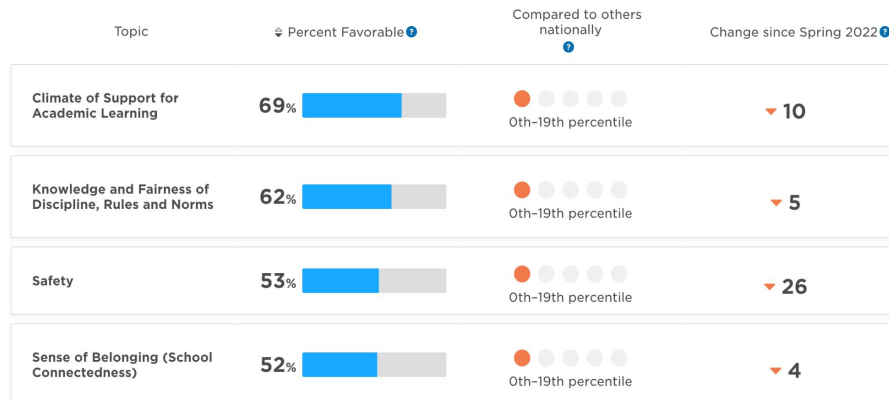
CORE Student Survey: Climate & Culture (1)

What feedback did students have for their school?

Secondary Student Survey

238 responses | [show breakdown](#)

[Save as PDF](#)



Panorama Survey Data - Students

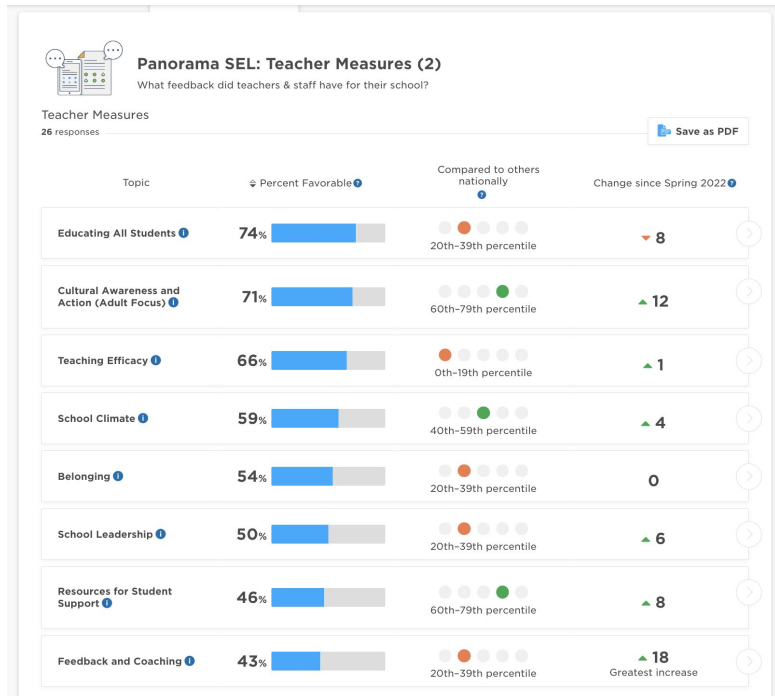
Areas of Success:

- The 2023 Panorama student survey data shows growth in Upper School students Sense of Belonging and Knowledge of Fairness, and an increase in our lower school students Growth Mindset and Self-Efficacy.

Areas of Growth:

- One of our areas of growth continues to be Safety at the lower school. We have seen an increase in negative student interactions, mostly outside of the classroom, that have been addressed through SEL lessons, school assemblies, and restorative practices.
- At the Upper School, one area of growth is Climate of Support for Academic Learning, which will be addressed through how teachers and students are using ILT and office hours for academic support.

Panorama Survey Data - Teachers



Area of Success:

- Cultural Awareness and Action
- Teacher Feedback and Coaching

Area of Growth:

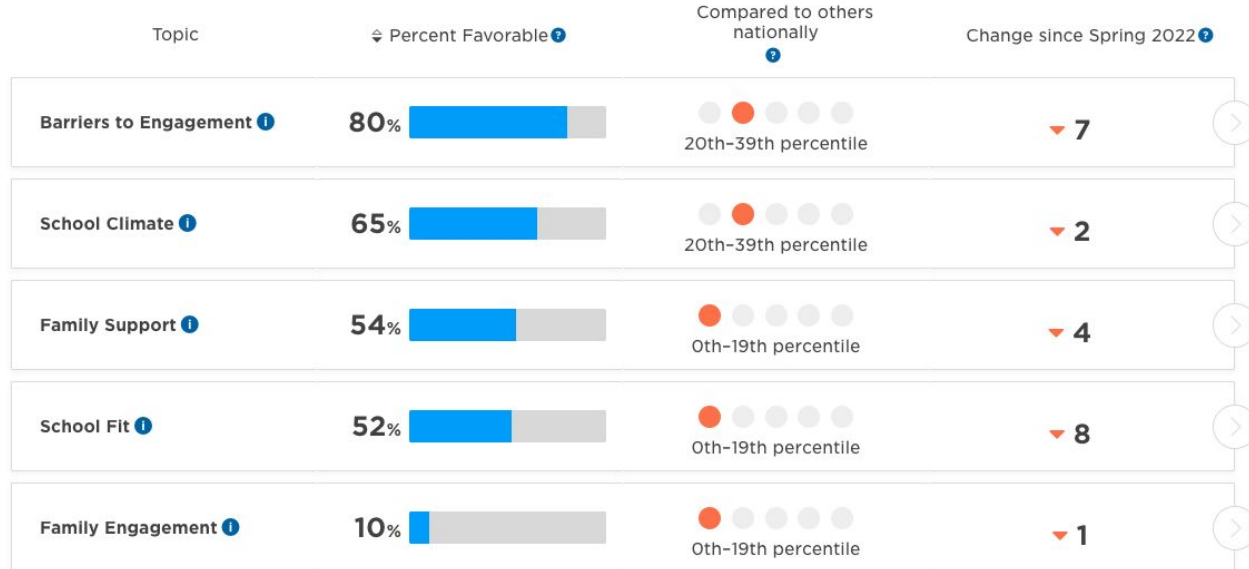
- Educating all Students
 - - 8 points from Spring 2022
 - Increase strategies to address concerns between students from different cultural backgrounds

Panorama Survey Data - Families

Family Survey

115 responses | [show breakdown](#)

Save as PDF



Panorama Survey Data - Families

Areas of Success:

- The 2023 Panorama family survey data shows the highest percent favorable in regards to reducing Barriers to Engagement, such as any factors that reduce family/school engagement.
- Echo, ParentSquare, and weekly grade level and teacher email communications are utilized schoolwide to increase engagement.

Areas of Growth:

- One of our areas of growth is Family Engagement, as we have seen a decrease in families events on campus as we have returned from the Pandemic.
- Moving forward, we need to find more ways to safely bring families onto campus through in-person Cafecitos, PLC's, student expo's, and additional engagement events.



Renewal Membership Agreement: 2023 - 2024

Term and Fee

The agreement below outlines the term and fee associated with your BoardOnTrack membership renewal. Your membership fee is due 30 days prior to the Renewal Start Date.

After you electronically sign this contract, we will send an invoice to the invoice email address listed below. Please let us know if any billing information is incorrect. It is okay to sign the contract and then let us know via email of any changes to billing information.

Member Billing Information

Member	East Bay Innovation Academy
Billing Address	6114 La Salle, Suite 570 Oakland, CA 94611
Billing Contact Name	Bonita Herrera
Billing Contact Role	Senior Director Operations
Billing Contact Email Address	bherrera@eastbayia.org
Billing Contact Phone Number	(510) 577-9557

Invoice Will Be Sent To:	bherrera@eastbayia.org
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Membership Terms

Renewal Start Date	07 / 01 / 2023
Membership Package	Targeted
Membership Term	1 year
Membership Fee	\$2,995.00

By signing this agreement, East Bay Innovation Academy agrees to the terms described above.

Authorized Signature

Accepted By (Member) Jenna Stauffer

Printed Name: Jenna Stauffer Date of Member Acceptance: 05 / 20 / 2023

I read, understand, and accept the BoardOnTrack Terms and Conditions available [here](#). I certify that I am authorized to sign and enter into an agreement for the organization purchasing the BoardOnTrack Membership. Note: You can find BoardOnTrack's W-9 form [here](#).

Signature Certificate

Reference number: 7SOGX-G49DI-FZYJP-KGHZP

Signer

Jenna Stauffer

Email: jenna.stauffer@eastbayia.org

Shared via link

Sent:

14 Mar 2023 21:11:27 UTC

Viewed:

26 Apr 2023 21:22:06 UTC

Signed:

21 May 2023 00:52:32 UTC

Signature



IP address: 75.52.90.196

Location: Oakland, United States

Document completed by all parties on:

21 May 2023 00:52:32 UTC

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East Bay Innovation Academy

PROGRESS REPORT

EBIA Upper School

3800 Mountain Blvd.
Oakland, CA 94619

EBIA Lower School

3400 Malcolm Avenue.
Oakland, CA 94605

Oakland Unified School District

June 1, 2023

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

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

School Profile

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

Academic Program

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

Our model is based upon the following core elements:

- **Steam-Based:** Our school includes features that prepare students to work in Science, Technology, Engineering, Art and Math fields, such as computer science classes, visual art and design classes, rigorous math and science requirements and “maker time.”
- **Rigorous Academic Course Overload:** Our high school graduation requirements exceed UC A-G requirements in order to best prepare students for college, career, and a 21st century economy.
- **Project-Based Learning:** Students engage in “real-world”, collaborative, interdisciplinary, learning experiences that culminate in authentic products. Each year, students participate in a long-term Capstone project which is presented and defended.
- **Intersession Programming:** Students at EBIA participate in one-week in-depth intersession programming three times during the school year. These consist of internships, elective courses and service learning. In order to instill our core value of giving back to the community and to ensure authentic real-world experiences, students will also engage in external service-based projects in which they will both help contribute to and improve their community.

Our school vision and mission is accomplished through the following beliefs:

- **Our Mission:** To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.
- **Our Vision:** EBIA is rethinking how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the “best” ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

Schoolwide Learner Outcomes

The following schoolwide learner outcomes were developed by a group of teachers, administrators, parents, and students and are aligned to the mission of the school. They are reviewed and revised by stakeholders as needed.

Innovation and Design

EBIA students use their minds to:

- Think critically and problem-solve creatively.
- Apply new skills to real-world situations.
- Reflect on the learning process and iterate solutions.

Collaboration and Communication

EBIA students use a variety of skills to:

- Engage in individual and collaborative projects and problem-based learning.
- Effectively communicate ideas both orally and written.
- Recognize, appreciate, and engage with diverse points of view.

Agency

EBIA students take ownership of their learning and embrace a growth mindset to:

- Seek challenges and feedback.
- Actively participate and grow from setbacks.
- Monitor and adjust individual roles to positively influence the ups and downs of the classroom/home community.

Student Demographics

Now in our ninth year of operation, we serve 540 students and will celebrate our third graduating class this summer. Our student body comes from every zip code in Oakland and matches the demographics of the city as a whole: 18% Latinx, 22% White, 25% African American, 25% Mixed Race, 6% Asian, and 4% Other. EBIA hopes to play a pivotal role in the greater Oakland community by leveraging the prominent Bay Area tech sector as inspiration, work-based learning partners, and future employers, while working to close the wealth gap through solid preparation of our diverse student body.

Student Demographics					
Population %	2018-19	2019-20	2020-21	2021-22	2022-23
Hispanic	29%	30%	36%	38%	18%
African-American	20%	23%	25%	25%	25%
White	29%	26%	20%	18%	22%
Asian	6%	5%	6%	7%	6%
Two or More Races	14%	14%	12%	11%	25%
Other	2%	2%	1%	1%	4%
Free/Reduced Lunch	25%	31%	37%	39%	34%
ELL	5%	6%	8%	8%	8%
Students With Disabilities	17%	14%	17%	17%	18%

Faculty/Staff Demographics

We are especially thrilled that our staff mirror the racial/ethnic diversity of our students. Almost every student sub-group is represented in the leadership team and overall, which is broken down as follows: 20% of our staff are African-American, 24% are Hispanic, 15% Asian/Pacific Islander, 1% two or more races, and 40% White. We are also proud to have both male and female educators inspiring our students at each grade level.

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

Student Achievement - SBAC Proficiency Data 2019-2021

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

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

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

Student Achievement - SBAC & MAP Growth Data

In addition to the SBAC proficiency data summarized on the Dashboard, which partly measures growth or decline of different populations, we also track longitudinal growth data of each cohort in ELA and Math using NWEA MAP. MAP allows us to gain insights to incremental of each student and enables us to recognize growth, independent of proficiency. We can also check growth for students in grade levels not tested by SBAC.

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

Summary of Data with Implications and Critical Learner Need

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

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

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

Staff Data Analysis

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

Reflective Questions

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

Increased Student Supports

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

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

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

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

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

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

II: Significant Changes and Developments

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

Significant Changes and Developments

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

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

Linked Learning Pathway

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

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

Linked Learning Pathway Mission

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

Pathway Vision

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

Linked Learning Pathway Accomplishments:

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

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

Student Enrollment

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

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

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

Credentialing

At EBIA, all teachers currently hold a Commission on Teacher Credentialing certificate, permit, waiver or other documents equivalent to that which a teacher in traditional public schools would be required to hold. A majority of our teachers hold a Master’s Degree in their subject area or in education. Here is a current breakdown of authorization and assignment of our current teaching staff:

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

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

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

Staffing Changes 2022-2023

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

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

Professional Development and PLC's

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

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

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

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

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

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

Intersession

Intersession programs at EBIA are meant to be introductions to different enrichment disciplines at Lower School, exposing students to ideas and experience outside of the classroom walls. At EBIA, we believe enrichment enhances and deepens academic learning. At the Upper School, Intersession is a vehicle for college and career readiness. Our Upper School students are provided with opportunities to participate in internships at local organizations and employers and also receive test prep, college planning, and writing workshops as part of Intersession. This year at the Upper School, Intersession has been improved to include more academic courses with clear activities and content rigor, such as SAT prep, college essay writing boot camp, college tours, driver's education, and goal setting with a life coach.

Intersession Goals and Alignment

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

III: Ongoing School Improvement

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

Engagement of Stakeholders in Review of Student Achievement Data

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

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

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

1. Teachers have spent time reflecting on their cultural frame of reference to understand how their personal beliefs and experiences shape and influence interactions with students. Understanding personal biases has allowed for a more equitable and inclusive classroom for all students.
2. Efforts have been made to reduce race and gender barriers to learning. For example, during classroom observations, instructional coaches focused on academic ownership, as aligned to the TNTP coaching rubric, and tracked student participation in regards to race and gender. The data collected showed very low participation rates among our students of color in STEM classes. To address this concern, the leadership team developed a PD session on the use of discussion protocols in the classroom to increase student engagement and voice. Teachers were asked to implement 1 discussion protocol each week, which was observed by the instructional coach during informal meetings or discussed in coaching meetings.
3. Teachers kept high student expectations for all students by establishing clear success criteria for class assignments, provided more frequent 1:1 check-ins with students, engaged with families

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

4. In PLC groups, teachers have taken time to reflect on how to create a more culturally responsive classroom at the start of 2023-2024 school year in the following areas: clear classroom routines and structures, establishing learning partnerships with students through daily assignments and individual checks ins, designing projects that reflect the interests of students, and offering a diversity of voices in the subject content to reflect all student backgrounds
5. Various assessment methods have been used throughout the school year to analyze student achievement data in staff meetings, PD, and PLC groups. These methods include gradebook analysis discussions, analyzing pass/fail rates at the end of each trimester, and evaluating school wide writing data. This information was used to create skill groupings both in class and during structured ILT (independent learning time) blocks to ensure targeted support.

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

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

Implementation and Monitoring of Schoolwide Action Plan -

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

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

Schoolwide Action Plan Goals	Implementation and Monitoring 2022-2023
<p><u>Goal #1:</u> Increase supports for subgroups to ensure all students grow and thrive: Which includes the goal to increase the structural check-ins with advisors and teachers to increase awareness and accountability, to consistently implement SARB policies for purposes to improve absenteeism, and to scale up on restorative justice practices to reduce suspension rates.</p>	<ul style="list-style-type: none"> ● Increased support for subgroups <ul style="list-style-type: none"> ○ Implementation: For EL students, we have regularly scheduled strategic interventions in small groups along with increasing staff review of performance data and reflections on classroom practices to support all learners. For students with IEPs, we have increased our delivery of mental health services on campus; we have taken further action in adapting and/or differentiating course of study (diploma track) to meet individual student needs per IEP; our school psychologist has continued to incorporate case-specific interventions, evidence based practices and current research into her written psychoeducational evaluations, which in turn informs key parts of the development and implementation of IEPs. ○ Monitoring: Review of EL data in weekly academic leadership team meetings. ● SEL Curriculum <ul style="list-style-type: none"> ○ Implementation: Advisory has a clear structure and flow during the week that is aligned with an SEL curriculum that is developed by our Dean of Students and school counselor. Topics reflect the needs of students, which include: goal setting, conflict resolution, communication, self awareness, healthy relationships, and more. ○ Monitoring: Review of SEL needs and collected culture and climate data based

	<p>on student concerns in culture and climate team meetings.</p> <ul style="list-style-type: none"> ● SARB Policies <ul style="list-style-type: none"> ○ Implementation: To address student concerns, the school utilizes the School Attendance Review Board (SARB) and School Attendance Review Team (SART) processes. Weekly meetings occur between the Upper and Lower School Deans and Ops Team members to determine SARB letters that need to go out along with attendance contracts. The 2022 school wide chronic absenteeism rate was 18.2%. As of May 2023, the schoolwide chronic absenteeism rate is less than 10%, which shows an overall improvement. In grades 6-8, the overall absenteeism rate is less than 5%. ○ Monitoring: Weekly attendance team meetings to review attendance trends and interventions. ● Restorative Justice Practices <ul style="list-style-type: none"> ○ Implementation: A dedicated Culture and Climate Team was established at the Upper and Lower school which was focused on creating a positive school environment. This team encompasses various roles, including Culture and Climate, Tier 1, and Dean of Students, to ensure comprehensive student support. ○ Monitoring: Review of equity data such as focus groups with Black students and culture and climate data based on student concerns in culture and climate team meetings. ● Reduced Suspension Rates <ul style="list-style-type: none"> ○ Implementation: The lower and upper school campuses have formed a strong Culture and Climate team to provide behavior support, implement restorative
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	<p>justice practices, and work alongside social emotional counselors to prevent suspendable behavior.</p> <ul style="list-style-type: none"> ○ Monitoring: Review of culture and climate data based on student concerns in culture and climate team meetings.
<p><u>Goal #2:</u> Scale up to reach operational stability to provide robust options for EBIA students: which includes but limited to the goal to increase the Upper School enrollment, increase the percentage of students retained from 8th to 9th grade, create more opportunities for school culture building, increase both internal and external marketing and public relations, and increase leadership roles for students at school.</p>	<ul style="list-style-type: none"> ● Sports Program <ul style="list-style-type: none"> ○ Implementation: The Lower School is a member of the OAL (Oakland Athletic League) which has allowed us to include basketball, soccer, softball, baseball, football, volleyball, track and field, cheer, and cross country in a competitive setting for students. At the Upper School, local student residents can participate at OUSD schools in varsity sports. In 2023-2024 we will have more organized sports that are not varsity sports to include more students. ○ Monitoring: Dean of students and EBIA athletic director partner with OUSD athletic director to ensure equal and fair access. ● Retention <ul style="list-style-type: none"> ○ Implementation: To increase the percentage of students retained from 8th to 9th grade, the school implements a bridge day program. This initiative aims to retain students and equip them for success in their next academic level. ○ Monitoring: Reviewing enrollment trends, sending out surveys to families who are leaving, and reviewing the data to ensure we are developing a program that meets the needs of our families and community. ● Culture Building Events <ul style="list-style-type: none"> ○ Implementation: Now that we can bring families back on campus, we have led several community events throughout

	<p>the year: campus clean up, Lunar New Year celebration, a family Game Night sponsored by Black Student Union, Springfest fundraising carnival, in person school tours, and schoolwide course registration information night.</p> <ul style="list-style-type: none"> ○ Monitoring: Feedback from stakeholders (families, students, and community members) during PAC meetings and Cafecitos. ● Additional Student Programming <ul style="list-style-type: none"> ○ Implementation: Increased arts and academic based programs to help build community and ownership among students, which includes the School Musical Cast and Crew (51 student participants total. across grades 6-8), and Science Olympiad (27 student participants at the Lower school and 13 student participants at the Upper school). ● Increase in External Marketing and Public Relations <ul style="list-style-type: none"> ○ Implementation: AC transit bus ads with marketing towards enrollment, attendance at elementary enrollment fairs, and increased involvement from current EBIA families with recruitment efforts. ○ Monitoring: Review of enrollment trends and feedback from families during new family info night. ● Increased Student Leadership Roles with Linked Learning Ambassadors <ul style="list-style-type: none"> ○ Implementation: These student leaders play a crucial role in fostering a positive campus community, assisting prospective students, and representing East Bay Innovation Academy. They contribute to the overall student experience by providing support,
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	<p>guidance, and a welcoming environment for everyone involved. They serve as liaisons between the student body and EBIA and the community.</p> <ul style="list-style-type: none"> ○ Monitoring: Feedback from students and teachers around engagement and increase of activities on campus to promote community and culture.
<p><u>Goal #3:</u> Develop parent and community partnership that embody our mission to support student success at EBIA: which include but not limited to the goal of increasing the percentage of parents completing the survey, an increase of the percentage of parents feeling barriers to engagement, and an increase in the percentage of families that become involved with and interact with their child's school.</p>	<ul style="list-style-type: none"> ● Family Engagement and Communication <ul style="list-style-type: none"> ○ Implementation: Parentsquare was rolled out in November 2022 as a response for increased and improved school wide communication. We are actively able to track the level of engagement to ensure that 100% of families can be contacted at all times. The tool has been used effectively by the lower school team to effectively communicate the details of events such as school dances, PAC sponsored community, and other school wide events throughout the year. ○ Monitoring: Feedback from families around communication during PAC meetings and Cafecitos. ● PAC (Parent Action Committee) <ul style="list-style-type: none"> ○ Implementation: This family leadership group has begun to establish clear roles for family members to participate in school events in addition to building out an annual events calendar to allow for replicability over the upcoming years. ○ Monitoring: Review of equal participation and review of data to ensure participation of families from all ethnic groups. ● Student Showcase Events <ul style="list-style-type: none"> ○ Implementation: Families have been invited on campus to view and provide feedback on culminating student work

	<p>after completing Intersession and Capstone projects.</p> <ul style="list-style-type: none"> ○ Monitoring: Feedback from families around engagement during school and community events during PAC meetings and Cafecitos. ● Increased Partnership <ul style="list-style-type: none"> ○ Implementation: Spanish translation is provided for all materials and at in-person and Zoom meetings as needed. ○ Monitoring: Feedback from families around translation services during PAC meetings and Cafecitos.
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Progress Report Process

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

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

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

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

Progress on Critical Areas for Follow-Up

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

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

<p>Expand CTE pathways, including internships for students</p>	<p>Strategic action steps in our Measure N Action Plan aligned to our School Wide Action Plan to support pathway development.</p> <p>Increased funding allocation to pathway to purchase equipment such as engineering laptops, robots, and other tools to give students a hands-on industry standard experience.</p> <p>The Linked Learning Pathway expanded to include new elective options such as Linked Learning Ambassadors, Robotics, Cybersecurity, and CSDI 4: Senior Seminar.</p>	<p>Developed a course sequence that progressively develops students' skills within the pathway and partnering with the Project Lead the Way to align our curriculum.</p> <p>Additional opportunities have been created through the College and Career Readiness Counselor for college visits, college prep, and family & student nights to prepare for life after high school.</p> <p>New materials have been added in our Learning Lab to include more hands-on tools to bring learning to life such as 3D printers, laser cutter, Robots, PiTops, and other equipment that allow students to showcase their learning and abilities.</p> <p>Increase in internship opportunities to include several paid internships for Seniors through a partnership with Genesys Works.</p>
<p>Simplify SLOs and promote stakeholder ownership and buy-in.</p>	<p>Developed a graduate profile aligned to our SLOs and Linked Learning Pathway.</p> <p>Monthly Student awards centered around the different components of the graduate profile.</p> <p>Common rubric alignment in every class and grade with five grading domains that</p>	<p>To promote stakeholder ownership and buy-in, the school wide celebrations were centered on SLOs.</p> <ul style="list-style-type: none"> - Monthly Student Awards based on SLOs

	<p>allow students, parents, and teachers to speak the same language and align on goals.</p>	<ul style="list-style-type: none"> - Learner profile awards based on SLOs - School wide communications included language around SLOs.
<p>Improve staff knowledge of data systems and support for data-driven decision making.</p>	<p>Introduction of Cycle of Continuous improvement and data review cycles in weekly Professional Learning Communities for teachers.</p> <p>As an administration and staff, we have improved data analysis by collecting and analyzing data on SBAC, MAP, suspension data, referral data, and attendance data, and schoolwide writing data in PLC's. This has then been brought back to staff through data step backs during PD each trimester to review and inform strategic actions and planning decisions.</p> <p>Gradebook analysis discussions, analyzing pass/fail rates at the end of each trimester, and evaluating school wide writing data have been used to analyze student achievement data in staff meetings, PD, and PLC groups.</p>	<p>Data has been used to inform school wide priorities, structure professional development sessions, and inform individual teacher coaching meetings.</p> <p>Through a more intentional and regular focus on data step backs within PLCs, we have been able to take action on a variety of issues impacting student achievement.</p> <p>SSTs are happening more frequently as a result of more readily available data, which has increased the teacher's ability to use the data.</p> <p>Planning decisions and instructional adjustments are also occurring to support reductions in failing grades across the school more regularly than just at the end of each trimester as well.</p> <p>Data dives in staff meetings and during PD were used to inform and help teachers create skill groupings both in</p>

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

		<p>improvements in the critical areas of need, however.</p>
<p>Increased stakeholder involvement</p>	<p>Stakeholder involvement has been increased in the following ways:</p> <ul style="list-style-type: none"> ● Regular PAC Meetings ● Parent Focus Groups ● Measure N Industry Board ● Principal Monthly Parent meetings ● Shift in school wide communication platform to a two way communication tool called ParentSquare 	<p>Increase in on campus, family staffed events like Spring Fest, Lunar New Year Celebration, and a Family Game Night sponsored by Black Student Union. These events helped to build community and family engagement.</p> <p>Parent focus groups were launched in support of our school wide priority in service of our black students.</p> <p>The EBIA board regularly reviews student achievement data throughout the year with a specific emphasis on subgroups with a focus on our Black student, Latinx students, EL students, and students with disabilities.</p> <p>SBAC and MAP data in both ELA and Math is reviewed with both the staff and board members after the Fall and Winter test administration. This review of student achievement data emphasized growth by grade level, growth among subgroups, and growth among students whose achievement was low or low-average.</p>

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

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

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

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

Refinements - Schoolwide Action Plan

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

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

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

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

Schoolwide Action Plan

As a charter school, our LCAP serves as our single plan for student achievement (SPSA). Since the 20-21 LCAP was suspended, we have aligned our findings and Schoolwide Action Plan with our 2021-2024 LCAP. We are in the process of developing our SPSA for the 2023-24 school year.

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

	<p>and instructional practices to inform instructional planning.</p>	<p>All teachers engage in PD around PBL and teaching practices that impact the highest need student groups.</p>	<p>practices that impact the highest need student groups.</p> <p>Instructional coaches observe assigned teachers and provide feedback and next steps on teaching practices developed in PD.</p> <p>Teachers set and reflect on measurable improvement goals for themselves</p>	<p>practices that impact the highest need student groups.</p> <p>Instructional coaches AND COLLEAGUES observe assigned teachers and provide feedback and next steps on teaching practices developed in PD.</p> <p>Teachers set and reflect on measurable improvement goals for themselves</p>	<p>practices that impact the highest need student groups.</p> <p>Instructional coaches AND COLLEAGUES observe assigned teachers and provide feedback and next steps on teaching practices developed in PD.</p> <p>Teachers set and reflect on measurable improvement goals for themselves</p>	<p>practices that impact the highest need student groups.</p> <p>Instructional coaches AND COLLEAGUES observe assigned teachers and provide feedback and next steps on teaching practices developed in PD.</p> <p>Teachers set and reflect on measurable improvement goals for themselves</p>
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Goal #2: Increase supports for subgroups to ensure all students GROW and THRIVE						
<p>LCAP Goal Alignment: To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.</p>		<p>Schoolwide Learner Outcome Alignment: Innovation and Design Collaboration and Communication</p>				
Measurable Outcomes and Metrics:	Baseline - 19/20	20/21	21/22	22/23	23/24	24/25
<p># of check-ins for students behind in academics. Structural check-ins with advisors and teachers to increase awareness and accountability, as well as encouragement. Also more frequent check-ins with families if a student is failing a course. Need to account for fluctuations rising from delays in grading and/or small sample size (min 6 assignments).</p>	not tracked yet	2 additional check-ins per trimester for students in danger of failing a course	2 additional check-in per trimester for students in danger of failing a course	2 additional check-in per trimester for students in danger of failing a course	2 additional check-in per trimester for students in danger of failing a course	2 additional check-in per trimester for students in danger of failing a course
<p>Chronic Absenteeism Rates (CA Dashboard). Through consistent implementation of SARB policies and support-oriented check-ins (i.e., Dean follow-up with student families, tech support, other services) , bring overall and subgroup rates out of the red range.</p>	<ul style="list-style-type: none"> ● ALL: Orange (5.2%) ● African American, Hispanic, SED: Orange ● SWD: Green ● White, 2 or more: Blue 	No red indicator for subgroups	No red indicator for subgroups	No red indicator for subgroups	No red indicator for subgroups	No red indicator for subgroups
<p>Suspension Rates (CA Dashboard). As we scale up on restorative justice practices, culturally responsive teaching, and community building, we expect the suspension rates to decrease evenly.</p>	<ul style="list-style-type: none"> ● All: Red (5%) ● African American, SWD, SED: Red 	Overall rate comparable to state; no red indicators by subgroup	Overall rate comparable to state; no red indicators by subgroup	Overall rate comparable to state; no red indicators by subgroup	Overall rate comparable to state; no red indicators by subgroup	Overall rate comparable to state; no red indicators by subgroup

	<ul style="list-style-type: none"> • EL, White, Hispanic: Orange • 2 or more Race: Blue 					
Graduation Rates (CA Dashboard)	Not yet tracked	Over 90%	Over 90%	Over 90%	Over 90%	Over 90%
ELA Results (CA Dashboard)	<ul style="list-style-type: none"> • All: Green • EL: Red • SWD, Hispanic: Orange • African American, SED: Yellow • 2 or more, White: Blue 	No red or orange indicators for subgroups	No red or orange indicators for subgroups	No red or orange indicators for subgroups	No red or orange indicators for subgroups	No red or orange indicators for subgroups
Math Results on the CA Dashboard	<ul style="list-style-type: none"> • All: Yellow • EL, SWD: Red • Hispanic, African American, SED: Orange • 2 or more, White: Green 	No red for subgroups	No red for subgroups	No red for subgroups	No red for subgroups	No red for subgroups
English Learner Progress on the CA Dashboard. EL curriculum and intervention	<ul style="list-style-type: none"> • 38.5% making progress towards English 	50% making progress towards English	60% making progress towards English	65% making progress towards English	70% making progress towards English	75% making progress towards English

			Language Proficiency	Language Proficiency	Language Proficiency	Language Proficiency	Language Proficiency	Language Proficiency
Student Survey Results: Baseline 2019-20			Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies	Average or above rating for both communal and individual SEL competencies
SEL metric	Lower School (19-20)	Upper School (19-20)						
Climate of Support for Academic Learning	66%	75%						
Knowledge and Fairness of Discipline, Rules and Norms	60%	56%						
Safety (physical and emotional)	55%	74%						
Sense of Belonging	50%	52%						
Classroom Effort	66%	58%						
Emotion Regulation	45%	45%						
Grit	56%	51%						
Learning Strategies	55%	48%						
Social - perspective Taking	45%	37%						
Growth Mindset	68%	62%						
Self-efficacy	56%	46%						
Self-management	62%	60%						
Social awareness	60%	59%						
Color Key								
	Well above national average							
	Above national average							

Average									
Below national average									
Well below national average									
Map Growth Data - Baseline 2019-20					For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year	For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year	For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year	For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year	For each cohort, maintain (if >90%) or make 5% growth in % of students achieving at proficient or least one year of MAP growth from prior year
Group	MATH % prof. On SBAC	MATH % prof on SBAC or 1 year of MAP growth	ELA % prof. On SBAC	ELA % prof on SBAC or 1 year of MAP growth					
6	49%	80%	64%	91%					
7	49%	86%	48%	86%					
8	47%	77%	53%	81%					
9	NA	69%	NA	66%					
10	NA	84%	NA	83%					
11	50%	97%	74%	97%					
FRL	32%	79%	41%	82%					
EL	0%	74%	17%	65%					
IEP	13%	69%	23%	87%					
African American	24%	77%	40%						
Asian	63%	93%	62%						
Latinx	29%	78%	39%						

Two or More	60%	85%	69%					
White	73%	88%	75%					
Action/Service					Responsible Person(s)			Timeline
<p>Create IEP/EL support</p> <ul style="list-style-type: none"> ● Culturally responsive curriculum and/or access ● Intervention groups ● Redesign bell schedule to allow for targeted interventions ● Create resource groups at Upper School ● Build a relationship with Summit Teacher Residency to allow for higher quality intervention ● Revise office hours to assign students to specific skill interventions instead of optional hours ● Math / Literacy focus for small groups ● Revise summer school program to target specific developmental needs ● Lower School - Provide targeted small group skill work instead of online credit recovery ● Shared literacy strategies - 3P's 					SLT/Teacher/Instructional Aides/Teacher Residents			Summer 2021
<p>Program Review</p> <p>Reconcile the inherent tension between "Inclusion" vision and our emphasis (SLO) on agency?</p> <ul style="list-style-type: none"> ● Provide PD so all teachers should be able to deliver the <u>intervention</u> in an inclusion model through increased <u>differentiation</u>. ● Refine system requirements 					Teachers/SLT/counselors			Summer 2021/ongoing
<p>Consistency and Cohesion across the entire program, not all practices are implemented in all classrooms.</p> <ul style="list-style-type: none"> ● Develop project resources to have full scope, implementable PBL for teachers to use 					Teachers/SLT			Summer 2021/ongoing

<ul style="list-style-type: none"> • Create accountability for classroom teachers to create/implement intervention & remediation plans for individual students. • Provide more PBL training to new staff • Ensure all teachers have created a scope and sequence for courses 		
<p>Develop Supports for Struggling Students</p> <ul style="list-style-type: none"> • Identify resources for struggling students • Provide PD for teachers • Focus on school-wide literacy strategies in all topics (including math) which helps students break down complex word problems and access content using a visual organizer • increased the number of instructional aides and focus on placement in math courses • Increase in the consistency of math instruction using CPM text which build from year to year (rather than disparate math curriculums planned by individual teachers) • Pull out intervention at the lower school to support literacy 	SLT/Teachers/Instructional Aides	ongoing
Culturally responsive and relevant curriculum		

Goal #3: Scale up to reach operational stability to provide robust options for EBIA students						
<p>LCAP Goal Alignment: To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.</p>	<p>Schoolwide Learner Outcome Alignment: Agency Collaboration and Communication</p>					
Measurable Outcomes:	Baseline - 19/20	20/21	21/22	22/23	23/24	24/25
# of clubs, sports groups, affinity groups and other school events	Not currently tracking	12 at each campus	12 at each campus	12 at each campus	12 at each campus	12 at each campus

Increase Upper School enrollment	268	Increase 9th grade enrollment by 25%	Increase 9th grade enrollment by 25%	Increase 9th grade enrollment by 25%	Enroll full 9th grade class	Enroll full 9th grade class
# of teacher and student initiated extracurricular activities	Not currently tracking	12 at each campus	12 at each campus	12 at each campus	12 at each campus	12 at each campus
# of available internships	<10	Increase by 30%	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%
# of course offerings in all subjects	33	At least 4 courses per major discipline	At least 4 courses per major discipline	At least 4 courses per major discipline	At least 4 courses per major discipline	At least 4 courses per major discipline
% of teachers retained from year to year	87%	85% or higher	85% or higher	85% or higher	85% or higher	85% or higher
% of students retained from 8th to 9th grade in 6 years	35%	50%	50%	60%	70%	70%
Action/Service		Responsible Person(s)				Timeline
Find a stable, safe facility		ED/board				2020-2025
Expand course offerings		Principals, Director of College and Career Readiness, Asst Dean of instruction				Each year
Create scope and sequence for each course and subject		Teachers, Principals, Asst Dean of Instruction				2020-2025
Refine intersession offerings		Ops team, SLT				Each year
increase extracurricular offerings		Teachers, students				Beginning of each year
Expand Linked Learning		Linked Learning Team				2020-2021
Name the cohorts instead of using generic grade/number tags to create a sense of identity		SLT				Summer 2021

<p>Continue to reflect on /revise the advisory program</p> <ul style="list-style-type: none"> ● Increase length of time spent in advisory (19-20 only 15 min/day at lower school, move to 30 min/day) ● Integrate advisory lessons and school policy around cyberbullying ● Professional development training for advisors <ul style="list-style-type: none"> ○ Around restorative justice / leading an advisory ○ SEL competencies ○ Develop conflict mediation training for teachers and students 	<p>Advisory teachers/deans/SLT/counselors</p>	<p>Summer 2020/ongoing</p>
<p>Create more opportunities for school culture building</p> <ul style="list-style-type: none"> ● Build Phoenix Games competitions from 1-2/year to 5 times per year ● Build lower school sports program from co-ed football / basketball / soccer to add volleyball, track and/or softball or baseball ● Create SWAG to feel part of the community ● Solidify key “capstones” to school culture in yearly calendar ● Springfest, Intersession, mid-year student project presentations to parents and community, capstone 	<p>Director of College and Career Readiness</p>	<p>Summer 2020/ongoing</p>
<p>Increase both internal and external marketing/PR</p> <ul style="list-style-type: none"> ● College acceptances ● High value ‘boutique’ choice ● Alumni talking ● Student Tour Guides 	<p>SLT/Director of College and Career Readiness</p>	<p>ongoing</p>
<p>Increase leadership roles for students at school</p> <ul style="list-style-type: none"> ● Upper School students become LEAD mentors to support underclassmen ● Build capacity for student government to take ownership of school policy and decision-making - through leadership and policy-building opportunities 	<p>Student Council Government/Counselors</p>	<p>ongoing</p>

<p>Provide training to teach students how to analyze their own data and make wise decisions about their learning.</p> <ul style="list-style-type: none"> ● Increase engagement in the PLP process ● Involve families in the process 	<p>Advisors/SLT/Counselors</p>	<p>ongoing</p>
<p>Develop programs for graduates</p> <ul style="list-style-type: none"> ● Alumni database ● Alumni speaking opportunities ● College tours lead by Alumni ● Include College acceptance on website and in recruitment materials 	<p>Director of College and Career Readiness</p>	<p>Summer 2020</p>
<ul style="list-style-type: none"> ● Develop consistent and clear consequences other than suspensions for all teachers and staff to implement ● Clearly communicate new expectations to students and families 	<p>SLT/Dean/Counselors/All Teachers/</p>	<p>Summer 2020</p>
<p>EBIA should help identify “real-world” opportunities students</p> <ul style="list-style-type: none"> ● Students are responsible for arranging their own internship which can perpetuate a cycle of inequality and inequity. Ideally, EBIA can have on-going partnerships with local business to provide opportunities ● Developing an industry board to help build capacity for authentic project partners 	<p>SLT/PAC/Families/Counselor/Board of Directors</p>	<p>On-going</p>
<ul style="list-style-type: none"> ● Develop School Attendance Review Board procedures. ● Transportation is a big barrier for some students, so we are working with OUSD to get bus passes for students 	<p>Counselors/SLT</p>	<p>On-going</p>

DATA SHARING AGREEMENT

This Data Sharing Agreement (“**Agreement**”) is entered into as of May 11th, 2023 (the “**Effective Date**”) between East Bay Innovation Academy (“**EBIA**”) and Strived CO (“**Strived**”) (each a “**Party**” and hereinafter collectively referred to as the “**Parties**”).

RECITALS

WHEREAS, EBIA possesses certain data as described in detail below; and,

WHEREAS, EBIA wishes to share such data with Strived to the mutual benefit of both Parties and Strived wishes to receive the data.

NOW, THEREFORE, in consideration of the foregoing and such mutual consideration contained here the Parties agree as follows:

1. DEFINITIONS.

1.1 “**Data**” means academic data from schools relating to students to be provided by EBIA.

1.2 “**Delivery Mechanism**” means transmission via SFTP secure server or such other means as agreed to by the Parties that will be used to facilitate the transmission of Data to Strived.

2. LICENSE GRANT. EBIA hereby grants to Strived a non-exclusive, worldwide, royalty-free, limited license to copy, distribute, modify, display and otherwise use the Data. EBIA shall make available, and Strived shall access, the Data by the Delivery Mechanism. Strived shall maintain adequate security precautions, consistent with the current industry standards, including among other things, the use of a secure server and protective firewalls and passwords/user IDs, to prevent all unauthorized access to or distribution of the Data. Strived shall only use the Data in compliance with all applicable laws and regulations, including, without limitation, any laws relating to the privacy of individuals. Strived shall implement appropriate security measures to protect the Data.

3. TERM. This Agreement will commence on the Effective Date and remain effective until terminated as set forth herein. Either Party may terminate this Agreement upon thirty (30) days notice to the other Party; provided, however, that any Data licensed and delivered prior to such termination may still be used by Strived subject to the terms hereof. Either Party may terminate this Agreement upon written notice to the other Party if the other Party materially breaches this Agreement and such breach is not cured within ten (10) days after the non-breaching Party provides written notice of such breach. If termination is by EBIA due to Strived’s breach all licenses shall terminate and Strived shall cease all use and delete the Data. Those provisions of this Agreement that by their nature would be expected to survive termination will survive.

4. OWNERSHIP RIGHTS. As between the Parties, all rights, title and interests in the Data are and shall remain the sole and exclusive property of EBIA.

5. TRADEMARK AND LOGO USAGE. Each party will have the non-transferable, non-exclusive, revocable license to use the other party’s logo(s), trade names(s) and trademarks (“Marks”) in unmodified form solely for identification purposes in performing co-marketing activities relating to this Agreement. All Marks must be used in accordance with any guidelines provided by a Party. All goodwill associated with the Marks will accrue to the owner of the Marks. Each party will comply immediately with a request to remove any use of its Marks at the requesting party’s sole discretion.

6. WARRANTIES. EBIA hereby represents and warrants that it has the right to provide the Data to Strived and that no portion of the Data shall infringe any proprietary, privacy or other rights of a third party and that EBIA has secured all consents or licenses required to provide the Data. In the event of a claim by a third party of a breach of this warranty EBIA shall defend, indemnify and hold harmless Strived from any damages, losses and costs (including attorneys’ fees) incurred by such claim provided that Strived (i) gives EBIA prompt written notice of the claim; (ii) allows Strived to defend or settle the claim at its sole

discretion; and (iii) provides all assistance in the defense or settlement of a claim requested by EBIA at EBIA’s expense. EXCEPT AS SET FORTH ABOVE, EBIA MAKES NO WARRANTIES OR REPRESENTATIONS OF ANY KIND AND DISCLAIMS ANY EXPRESS OR IMPLIED WARRANTIES, INCLUDING WITHOUT LIMITATION ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

7. **CONFIDENTIALITY.** As used in this Agreement, the term “Confidential Information” means any information disclosed by one party to the other that is marked “Confidential”, “Proprietary” or in some other manner or which by its nature would be expected to be confidential. Each party will use Confidential Information only for the purposes of this Agreement and will not disclose it to any third party. Each party will promptly notify the other party of any actual or suspected misuse or unauthorized disclosure of the other party's Confidential Information. Confidential Information shall not include information that: (a) is in the public domain through no fault of the receiving party; (b) was known to the receiving party prior to its disclosure; (c) becomes known to the receiving party, without restriction, from a source other than the disclosing party or (d) is disclosed pursuant to the order or requirement of a court, administrative agency, or other governmental body, provided, however, that the receiving party will, to the extent lawful and reasonably possible, provide prompt notice thereof to the disclosing party to enable the disclosing party to seek a protective order or otherwise prevent or restrict such disclosure.

8. **LIMITATION OF LIABILITY.** EXCEPT FOR EBIA’S OBLIGATIONS PURSUANT TO SECTION 6 (WARRANTIES) IN NO EVENT WILL EITHER PARTY BE LIABLE HEREUNDER UNDER ANY LEGAL THEORY FOR ANY LOST PROFITS, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND AND EACH PARTY’S MAXIMUM LIABILITY SHALL BE LIMITED TO ONE HUNDRED DOLLARS (\$100.00).

9. **GENERAL.** Strived and EBIA are independent contracting entities and have no power or authority to bind the other or to create any obligation or responsibility on behalf of the other. Nothing herein shall be construed as implying a joint venture, agency, employer-employee or partnership relationship between the Parties hereto. Notices required hereunder shall be sent to the addresses set forth above or such replacement addresses given by notice. No waiver of rights under this Agreement by either Party shall constitute a subsequent waiver of this or any other right under this Agreement. In the event any term of this Agreement is declared to be illegal by any court or governmental body, such term shall be null and void and shall be deemed deleted from this Agreement. This Agreement will be governed by the laws of the State of California without regard to conflict of law principles. This Agreement is the complete agreement between the Parties and replaces any prior or contemporaneous oral or written communications between the Parties. It may only be modified by a writing executed by both Parties.

IN WITNESS WHEREOF, the duly authorized representatives of the Parties hereto have caused this Agreement to be duly executed:

<<EBIA>>

<<Strived>>

By: _____

By: _____

Name: _____

Name: Shweta Gandhi

Title: _____

Title: CEO and Cofounder

Date: _____

Date: April 12, 2023

Internal ID	Subsidiary	Payee Name	Check Number	Payment Date	Inv Description / Memo (Bill Pmt)	Amount
8247233	East Bay Innovation Academy (EBIA)	CDW Government	8114	5/5/2023	Bill #GZ94331A--Past due sales tax owed from original invoice GZ94331.	2,421.01
8247234	East Bay Innovation Academy (EBIA)	Scout Education Inc.	8115	5/5/2023	Bill #42096--US Substitute coverage 4/24 - 4/28 Bill #42095--LS substitute c	4,788.00
8247235	East Bay Innovation Academy (EBIA)	Lina's Janitorial Services	8116	5/5/2023	Bill #50--Janitorial Service for US & LS (April 2023)	10,000.00
8247236	East Bay Innovation Academy (EBIA)	CliftonLarsonAllen LLP	8117	5/5/2023	Bill #3623644A--Past due amount for Tech & Client support fee of original invoice	490.00
8247237	East Bay Innovation Academy (EBIA)	ChildCare Careers, LLC	8118	5/5/2023	Bill #611962--US Substitute coverage 4/20/23 & 4/21	319.60
8247238	East Bay Innovation Academy (EBIA)	isolved Benefit Services	8119	5/5/2023	Bill #1127524821--FBA Monthly Admin Service 03/01/23 - 03/31/23	70.00
8247239	East Bay Innovation Academy (EBIA)	Bird and Bee Education	8120	5/5/2023	Bill #23107th--7th grade Sexual Health Education (4) 1hr Lessons x 4 cohorts M	2,400.00
8247240	East Bay Innovation Academy (EBIA)	Office Depot	8121	5/5/2023	Bill #306529794001--10pk Crayola Marker 30qty; Hot Cups 6qty	63.37
8284471	East Bay Innovation Academy (EBIA)	Brady Industries	8122	5/16/2023	Bill #7719804--LS- 3qty can Liner; 5qty gallon disinfectant Bill #7918913--LS	4,611.45
8284472	East Bay Innovation Academy (EBIA)	Nicholas R. Copeland	8123	5/16/2023	Bill #003.R--Reissue of original check #8001: Winter Intersession SAT Test Prep	1,120.00
8284473	East Bay Innovation Academy (EBIA)	Herff Jones, Inc.	8124	5/16/2023	Bill #2920201--62qty Graduation Cap and Gown & Nile-Peacock	2,050.65
8284474	East Bay Innovation Academy (EBIA)	Michelle Fitts	8125	5/16/2023	Bill #040123--Measure G1 Musical expenses: Storage containers Hardware	1,866.12
8284475	East Bay Innovation Academy (EBIA)	Bonita Herrera	8126	5/16/2023	Bill #051123--Hotel Stay Sacramento 5/9-5/11	292.93
8284476	East Bay Innovation Academy (EBIA)	Spectrum Center	8127	5/16/2023	Bill #043023--WD - BEP: Basic Education Program-BAC (04/3/23 - 04/28/23))	3,509.00
8284477	East Bay Innovation Academy (EBIA)	Law Offices of Young, Minney & Corr, LLP	8128	5/16/2023	Bill #4467--General Legal service April 2023; Prop 39 (2023-2024) disbut	3,769.00
8284478	East Bay Innovation Academy (EBIA)	Kids In Harmony, Inc	8129	5/16/2023	Bill #040662023.2--Attendance at IEP for S.G (including time to review records)	525.00
8284479	East Bay Innovation Academy (EBIA)	Michael Marzec	8130	5/16/2023	Bill #050523--Measure G1 Musical Expenses: Michaels supplies Lace Fabri	523.26
8284480	East Bay Innovation Academy (EBIA)	Nicole Smith	8131	5/16/2023	Bill #050923--Traveling from both campuses 3qty; Student assessments test 	484.33
8284481	East Bay Innovation Academy (EBIA)	Orkin	8132	5/16/2023	Bill #245024364--Pest Control Standard Monthly service	140.00
8284482	East Bay Innovation Academy (EBIA)	Swing Education, Inc.	8133	5/16/2023	Bill #INV00584457--US Substitute coverage 4/8/23 - 4/14/23	223.00
8288107	East Bay Innovation Academy (EBIA)	Manning Achievement Products	8134	5/17/2023	Bill #2023-147--Custom Graduation Stoles 62 qty	1,572.94
8288108	East Bay Innovation Academy (EBIA)	Scout Education Inc.	8135	5/17/2023	Bill #42776--US Substitute coverage 5/1-5/5 Bill #42647--LS sub coverage 5	7,382.00
8288109	East Bay Innovation Academy (EBIA)	Royal Paramount Transportation	8136	5/17/2023	Bill #012023--3qty buses for Oakland Museum 6th grade trip	2,175.00
8288110	East Bay Innovation Academy (EBIA)	Office Depot	8137	5/17/2023	Bill #310346869001--Hot Cups & 2qty copy paper	176.29
8312036	East Bay Innovation Academy (EBIA)	Hawk Circle Consulting	8138	5/22/2023	Bill #1112--Interim ED Monthly consulting - April 2023	12,500.00
8312037	East Bay Innovation Academy (EBIA)	Sarah Blair	8139	5/22/2023	Bill #050123--Aquaponics fish food and feeder Bill #041423--Aquaponic	365.07
8312038	East Bay Innovation Academy (EBIA)	ChildCare Careers, LLC	8140	5/22/2023	Bill #616498--US substitute coverage 5/1/23 - 5/4/23	1,278.39
8312039	East Bay Innovation Academy (EBIA)	Ernesto Diaz	8141	5/22/2023	Bill #051723--Winner of Homerun Derby 4dzn donuts; Positive incentive snacks	88.58
8312040	East Bay Innovation Academy (EBIA)	Acme Fire Extinguisher	8142	5/22/2023	Bill #120122--2qty New 5# ABC Fire Ex7in. W/Tags	170.88
8312041	East Bay Innovation Academy (EBIA)	BLOC15	8143	5/22/2023	Bill #23048--8th grade Promotion & 12th grade Graduation ceremony venue.	6,635.00
8312042	East Bay Innovation Academy (EBIA)	Charter Schools Development Center (Non Profit)	8144	5/22/2023	Bill #23268--2023 Leadership Intensive registration Fee + non refundable deposi	4,950.00
8312043	East Bay Innovation Academy (EBIA)	Scout Education Inc.	8145	5/22/2023	Bill #43561--LS Coverage 5/8-5/11 Bill #43731--US Substitute Coverage 5/0	4,030.00
8312044	East Bay Innovation Academy (EBIA)	AT&T	8146	5/22/2023	Bill #19802842--Internet Service 03/13/2023 - 04/12/2023	688.81
8312045	East Bay Innovation Academy (EBIA)	AT & T	8147	5/22/2023	Bill #19809872--Internet Service 03/16/23 - 04/15/2023	688.81
8312046	East Bay Innovation Academy (EBIA)	Kaiser Foundation Health Plan	8148	5/22/2023	Bill #June 2023--June 2023 Medical Health Plan	26,340.36
8328773	East Bay Innovation Academy (EBIA)	Momentum Electrical Contractors	8149	5/26/2023	Bill #1915--Billing for completed electrical work per contract	281.00
8328774	East Bay Innovation Academy (EBIA)	Vision Service Plan - (CA)	8150	5/26/2023	Bill #817730104--Vision Plan May 2023 Bill #817961533--Vision Plan June 2	916.54
8328775	East Bay Innovation Academy (EBIA)	Waste Management	8151	5/26/2023	Bill #457650422167--Marshall Elementary May Service 2023	1,522.16
8328776	East Bay Innovation Academy (EBIA)	Scout Education Inc.	8152	5/26/2023	Bill #44276--LS substitute coverage 5/15/23 - 5/19/23 Bill #44253--Substitute	6,624.00
8328777	East Bay Innovation Academy (EBIA)	Six Flags Discovery Kingdom	8153	5/26/2023	Bill #TKINV0000024468--2022 LS trip outstanding balance owed	949.26
8328778	East Bay Innovation Academy (EBIA)	ChildCare Careers, LLC	8154	5/26/2023	Bill #618691--US Sub Coverage 5/11 & 5/12	539.32
8328779	East Bay Innovation Academy (EBIA)	Lina's Janitorial Services	8155	5/26/2023	Bill #51--Janitorial Service for US & LS (May 2023)	10,000.00
8328780	East Bay Innovation Academy (EBIA)	Michelle Fitts	8156	5/26/2023	Bill #052323--Measure G musical expenses cast party food for Saturday and fina	348.71
8328781	East Bay Innovation Academy (EBIA)	Edra Pantazes	8157	5/26/2023	Bill #052423--Uber return to to US from accompanying student to emergency ho	17.97
8328782	East Bay Innovation Academy (EBIA)	CFI	8158	5/26/2023	Bill #19550--LS Ink Cartridges Jan & Feb Bill #19577--Ink cartridges for US	2,883.04
8328783	East Bay Innovation Academy (EBIA)	EdTec	8159	5/26/2023	Bill #27429--UPS Postage EBIA Bill Back	30.82
8328784	East Bay Innovation Academy (EBIA)	College Entrance Examination Board	8160	5/26/2023	Bill #A242899041--2023 AP Testing: Used AP Exam 100qty; AP Capstone 24qty	14,449.00
8328785	East Bay Innovation Academy (EBIA)	Triple Threat Academy	8161	5/26/2023	Bill #07--Gyn 16ft Large Fan installation Mount Electrical and Lift Renta	2,500.00
8328786	East Bay Innovation Academy (EBIA)	Waste Management Of Alameda County	8162	5/26/2023	Bill #993281522165--Ops Charter May Service 2023	656.73
8328787	East Bay Innovation Academy (EBIA)	Office Depot	8163	5/26/2023	Bill #311090427001--Address Label box Postage stamps 3roll Bill #3110	429.61
8328788	East Bay Innovation Academy (EBIA)	Ready Refresh	8164	5/26/2023	Bill #03E0035832427--Malcolm drinking water 04/07/23 - 05/06/23	104.55
8328789	East Bay Innovation Academy (EBIA)	RingCentral Inc.	8165	5/26/2023	Bill #000580008--Phone Service 04/29/23 - 05/28/23	692.09

8328790	East Bay Innovation Academy (EBIA)	HopSkipDrive, Inc	8166	5/26/2023	Bill #13966--Qty 28 completed trips 04/01/23 - 04/30/23	1,376.62
8328791	East Bay Innovation Academy (EBIA)	East Bay Speech Pathology, Inc.	8167	5/26/2023	Bill #1935--Speech & Language Pathology Services - April 2023	9,438.00
8328792	East Bay Innovation Academy (EBIA)	Revolution Foods, Inc.	8168	5/26/2023	Bill #461154--Food Service April 2023	8,199.75
8328793	East Bay Innovation Academy (EBIA)	AALRR Attorneys at Law	8169	5/26/2023	Bill #681199--Legal Service: Sabrina Goldberg SPED & Frederick Newman SPE	5,332.83
8328794	East Bay Innovation Academy (EBIA)	EBMUD	8170	5/26/2023	Bill #051623--Marshall Water Service 03/09/23 - 05/09/23	1,908.39
8328795	East Bay Innovation Academy (EBIA)	CoPower	8171	5/26/2023	Bill #2246325--Dental Plan June 2023	2,840.10
8328796	East Bay Innovation Academy (EBIA)	Bird and Bee Education	8172	5/26/2023	Bill #23126th--Puberty Education 6th grade qty 4 of 1hr session (4/18 - 4/21)	2,400.00
8335732	East Bay Innovation Academy (EBIA)	Six Flags Discovery Kingdom	8173	5/31/2023	Bill #TKINV0000025185--2023 Grad Nite Package 37qty	3,674.84

Strived

Schools / Districts Partnership

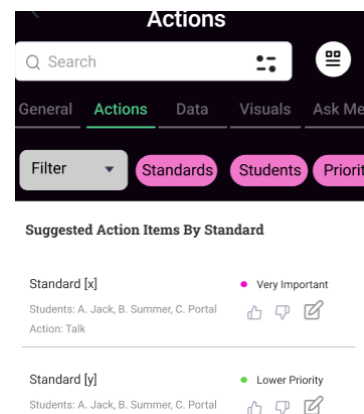
April 2023



WHAT IS STRIVED?

Strived aggregates key data from online curriculum providers, assessments, and teacher input to build a large language model for teachers. It is designed to offer teachers convenient access to timely and actionable data-driven insights on their students' progress and areas for improvement.

Teachers can perform plain English queries without coding or data analysis knowledge, receiving relevant and actionable answers. With Strived for example, a teacher can ask questions like “Which students need tutoring on skill X?” and “What tutoring lesson is best suited for student Y based on state standard Z?”. For teachers new to prompt engineering, we also share relevant questions to get started with. Strived aims to make accessing student data as easy as using a search engine.



SCHOOL/DISTRICT PILOT PARTNERSHIP OBJECTIVES

The Strived proposes to design, roll-out and support a fully-hosted, web-based online learning data platform that will provide real-time insights for a select group of beta teachers for each pilot partner.

Strived's backend is a domain-specific large language model based on ChatGPT, which is trained on partner data and allows manual teacher input to generate early-warning indicators aligned to the existing state standard thresholds, aiding administrators and educators in making data-driven decisions in support of academic outcomes - in under 2 minutes.

Strived's dedicated project team will ensure that educators will get the most out of the system by providing professional development tailored to state goals and priorities.

“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” — David Ausubel



The Strived team will work closely with our pilot partners on a multi-pronged approach to deploying our platform:

1: Data Sharing	Strived will work with the Partners on adopting a formal data sharing agreement with Strived CO. This data share agreement will enable any academic data that is shared by partner vendors (edtech, assessments etc.) to also be shared with Strived through a secure mechanism of delivery.
------------------------	--

Note: We have existing data sharing agreements with our vendor organizations that we can deploy for this purpose.

I. VENDOR PARTNERSHIPS

Our platform does not work without the support of our vendor community. Our consortium of commercial partners have agreed to share their data in the most efficient way possible to ensure we can bring their curricula to the forefront of every school in the United States. With more data-driven instructional tools, schools can begin to use edtech as a key supplement to offline curriculum.

Vendors			
Pink = Edtech	Green = Assessments		
Lexia	Accelerated Reader	STMath	Amplify Math
Freckle Math	Lexia English	Duolingo	Amplify Science
Freckle Fluency	Reading Plus	Khan Academy	Imagine Math
Lightsail	ExactPath	NoRedInk	Symphony Math
I-Ready ELA & Math	Zearn	Amplify Reading	Give Thx
Myon	Reflex Math		
I-Ready	Star	NWEA/MAP	

Our vendors make up over 75% of the products used by FL public schools

The data synthesis of our platform does not alter the analysis of any vendor’s data and aims to share only what the vendor has already shared with a customer. Strived taps into multiple automated data inputs, overlays teacher input, and creates beautiful visualizations for recommendations that support direct instruction.

DATA COLLECTION

- A. Non-API delivery of data mechanisms accepted:
 - a. SFTP (must be daily)
 - b. Scraping models
 - c. Or direct connection to existing data warehouse

B. IDEAL SOLUTION: API delivery of data

The parties that wish to collaborate on working with interoperable standards would collaborate on the following: (i) creation of a standard or use of existing one for the storage, consolidation and sharing of student data and systems for promulgating and operating that standard; (ii) development of the open source standard; and (iii) establishment of a road map for later projects.

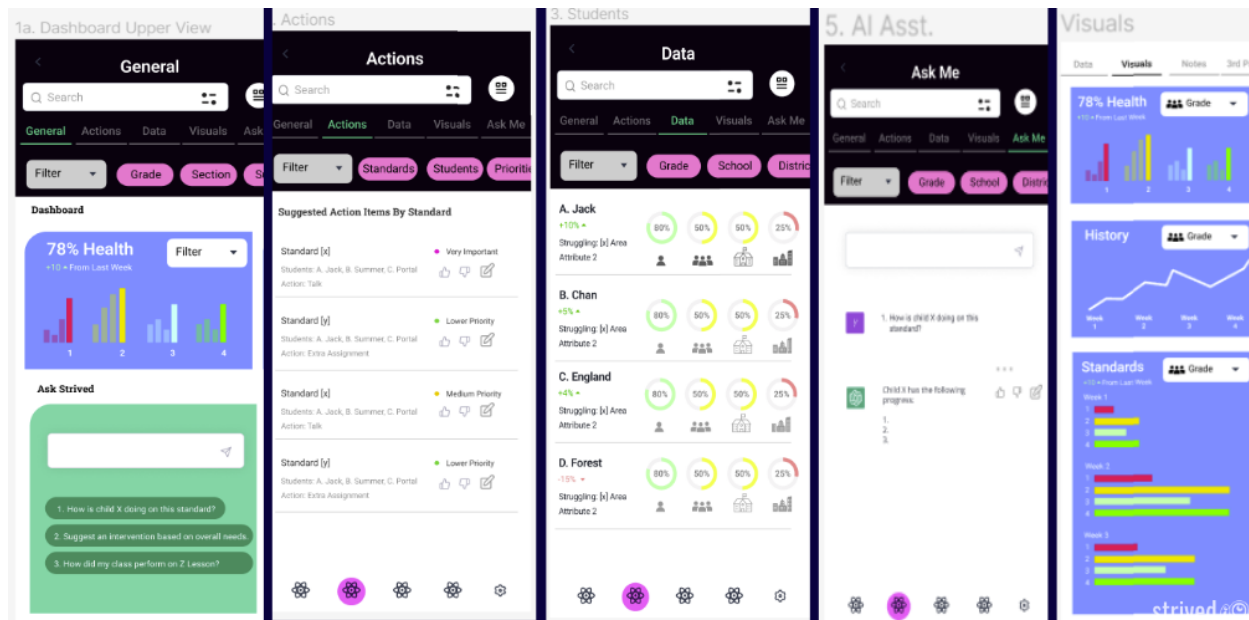
“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” — David Ausubel



2: Deployment of Strived.io exclusively our beta partners

In a strategic collaboration with our pilot partners, the Strived team will grant exclusive access to Strived.io, our AI-driven platform, to a select group of beta users. Teachers in these districts will benefit from customized AI-driven recommendations and full access to the teacher-level dashboards. Moreover, they will have a unique opportunity to shape the platform's development by providing feedback that will optimize Strived.io's capabilities, delivering the best possible experience for educators. By taking advantage of this exclusive opportunity, teachers in the chosen districts can enhance Strived.io's features, tailored to their specific needs, and better serve their students.

Demo of product can be accessed [here](#) with a quick view of application screenshots below.



"The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly" — David Ausubel



GOALS FOR ENGAGEMENT

	GOAL	DELIVERABLE
Setup (AI powered chat)	<ul style="list-style-type: none"> Identify relevant vendor partners Integrate vendor data into the Strived platform via preferred method (SFTP, API, etc) Share Partner-specific instance for teacher-level recommendations 	Set up and execute on kickoff meetings with relevant teams technical leads, both with School/District and with vendor partners
Technical (dashboard)	<p>Note: This would be a phase 2 goal</p> <ul style="list-style-type: none"> Deployment of dashboard with real-time (or as possible) updates Dashboard approved by staff 	Dashboard is working for all staff as expected
Adoption	<ul style="list-style-type: none"> Teachers utilize Strived dashboard on and daily/weekly basis as an early warning system, recommendation engine and weekly planner 	<ul style="list-style-type: none"> Strived team hosts consultation call on key findings in data dashboard Strived team hosts initial and mid-year follow-up professional learning sessions for teachers at selected districts
Feedback	<ul style="list-style-type: none"> Receive qualitative positive teacher feedback that indicates an NPS score of above 50 amongst teachers that are participating in the pilot. 	Ensure all participating teachers attend PD sessions at the outset of the pilot and download the app.

Next Steps:

- Strived team provides demo of product to relevant stakeholders
- Strived team works with data team to procure access to data
- Partner selects beta users to test product through end of SY 22-23
- Results shared for larger partnership Summer '23 with discussion for ongoing use

For more information on becoming a pilot user, please contact shweta@strived.io.

"The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly" — David Ausubel



NWEA, a division of Houghton Mifflin Harcourt Publishing Company

Schedule A

SALES ORDER

Company Address:	121 NW Everett Street Portland, OR 97209	Created Date:	05/11/2023
Start Date:	07/01/2023	Quote Number:	00080544
End Date:	06/30/2024	Agency Code:	10982
Prepared By:	Jennifer Thompson	Contact Name:	Bonita Herrera
Phone:	503-548-5090	Phone:	(310) 433-5864
Email:	jennifer.thompson@nwea.org	Email:	bherrera@eastbayia.org
Bill To Name:	East Bay Innovation Academy	Ship To Name:	East Bay Innovation Academy
Bill To Address:	3400 Malcolm Ave Oakland, CA 94605	Ship To Address:	3400 Malcolm Ave Oakland, CA 94605-5353

Product	List Price	Sales Price	Quantity	Total Price	Item Discount
MAP Growth K-12	\$14.50	\$13.50	610	\$8,235.00	-\$610.00

Quote Discount	-\$610.00
Quote Subtotal	\$8,235.00
Estimated Tax	\$0.00
Grand Total	\$8,235.00

Terms and Conditions

This Schedule A is subject to the terms and conditions located at: <https://legal.nwea.org/> (the "Agreement") for the Products and Services listed above. By signing this Schedule A, you agree you have read, understand, and agree to the terms of the Agreement.

General. Product and Onsite/Virtual Services-specific terms are located at: http://legal.nwea.org/msa_supplemental_terms.pdf.

Information about NWEA's collection, use, and disclosure of Student Information can be found here: <https://legal.nwea.org/nwea-privacy-and-security-for-pii.html>

NWEA's W9 can be found at: <https://legal.nwea.org/nwea-w-9.html>

Until this Schedule A is signed, the terms identified here are valid for 30 days from the date above. Please confirm the billing address or specify changes to your Account Manager.

Signature

Signature: _____ Printed Name: _____

Date: _____ Title: _____



150 Parkshore Dr, Folsom, CA 95630
 Remit Email: cs@powerschool.com
 Quote Date: 10-APR-2023
 Quote #: Q-739212-1

Prepared By: Monika Malve
 Customer Name: East Bay Innovation Academy
 Contract Term: 12 Months
 Start Date: 1-JUL-2023
 End Date: 30-JUN-2024
 Billing Frequency: Annually

Customer Contact: Michelle Cho
 Title: Principal
 Address: 3400 Malcolm Ave
 City: Oakland
 State/Province: California
 Zip Code: 94605
 Phone #: 5105779557

Product Description	Quantity	Unit	Unit Price	Extended Price
Initial Term 1-JUL-2023 - 30-JUN-2024				
License and Subscription Fees				
PowerSchool SIS Hosted Subscription		720.00	Students	USD 7,567.20
PowerSchool SIS Hosting SSL Certificate		1.00	Each	USD 454.07
PD+ Subscription		1.00	Students	USD 3,405.49

License and Subscription Totals: **USD 11,426.76**

Quote Total	
Initial Term	1-JUL-2023 - 30-JUN-2024
Amount To Be Invoiced	USD 11,426.76

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at https://www.powerschool.com/MSA_Feb2022/, as may be amended.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

East Bay Innovation Academy

Signature:

Signature:



Printed Name: Eric Shander

Printed Name:

Title: Chief Financial Officer

Title:

Date: 28-DEC-2022

Date:

PO Number: _____



NWEA, a division of Houghton Mifflin Harcourt Publishing Company

Schedule A

SALES ORDER

Company Address: 121 NW Everett Street
Portland, OR 97209
Start Date: 07/01/2023
End Date: 06/30/2024

Created Date: 05/15/2023
Quote Number: 00080544
Agency Code: 10982

Prepared By: Jennifer Thompson
Phone: 503-548-5090
Email: jennifer.thompson@nwea.org

Contact Name: Bonita Herrera
Phone: (310) 433-5864
Email: bherrera@eastbayia.org

Bill To Name: East Bay Innovation Academy
Bill To Address: 3400 Malcolm Ave
Oakland, CA 94605

Ship To Name: East Bay Innovation Academy
Ship To Address: 3400 Malcolm Ave
Oakland, CA 94605-5353

Product	List Price	Sales Price	Quantity	Total Price	Item Discount
MAP Growth K-12	\$14.50	\$13.50	550	\$7,425.00	-\$550.00

Quote Discount - \$550.00
Quote Subtotal \$7,425.00
Estimated Tax \$0.00
Grand Total \$7,425.00

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NWEA's W9 can be found at: <https://legal.nwea.org/nwea-w-9.html>

Until this Schedule A is signed, the terms identified here are valid for 30 days from the date above. Please confirm the billing address or specify changes to your Account Manager.

Signature

DocuSigned by:
Bonita Herrera
BA1DD967D6F2401...

Signature: _____

Printed Name: Bonita Herrera

Date: 5/17/2023

Title: Senior Director of Operations

Coversheet

Local Control Accountability Plan Review and Approval

Section: III. Academic Excellence
Item: A. Local Control Accountability Plan Review and Approval
Purpose: Vote

Submitted by:

Related Material:

2023_Local_Control_and_Accountability_Plan_East_Bay_Innovation_Academy_20230605.pdf
2023_LCFF_Budget_Overview_for_Parents_East_Bay_Innovation_Academy_20230605.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_East_Bay_Innovation_Academy_2023
0605.pdf



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Bay Innovation Academy

CDS Code: 01-61259-0129932

School Year: 2023-24

LEA contact information:

Miranda Thorman

Executive Director

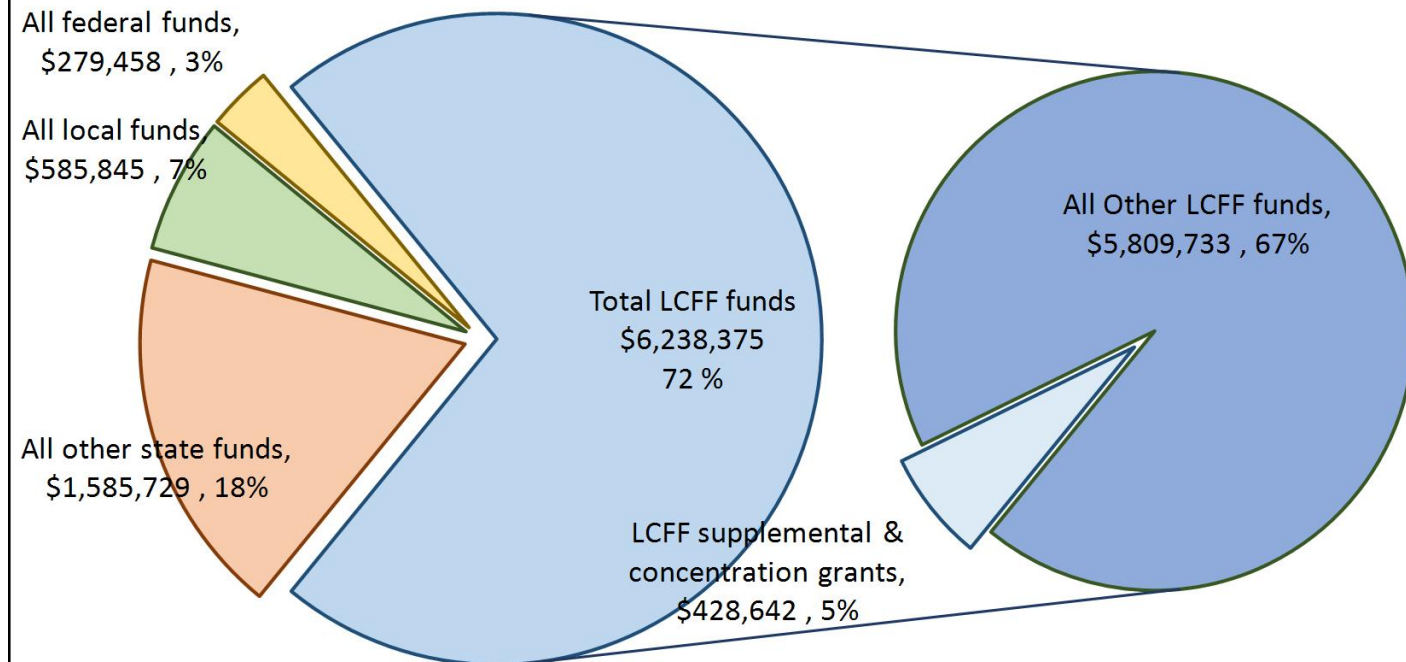
miranda.thorman@eastbayia.org

510-577-9557

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

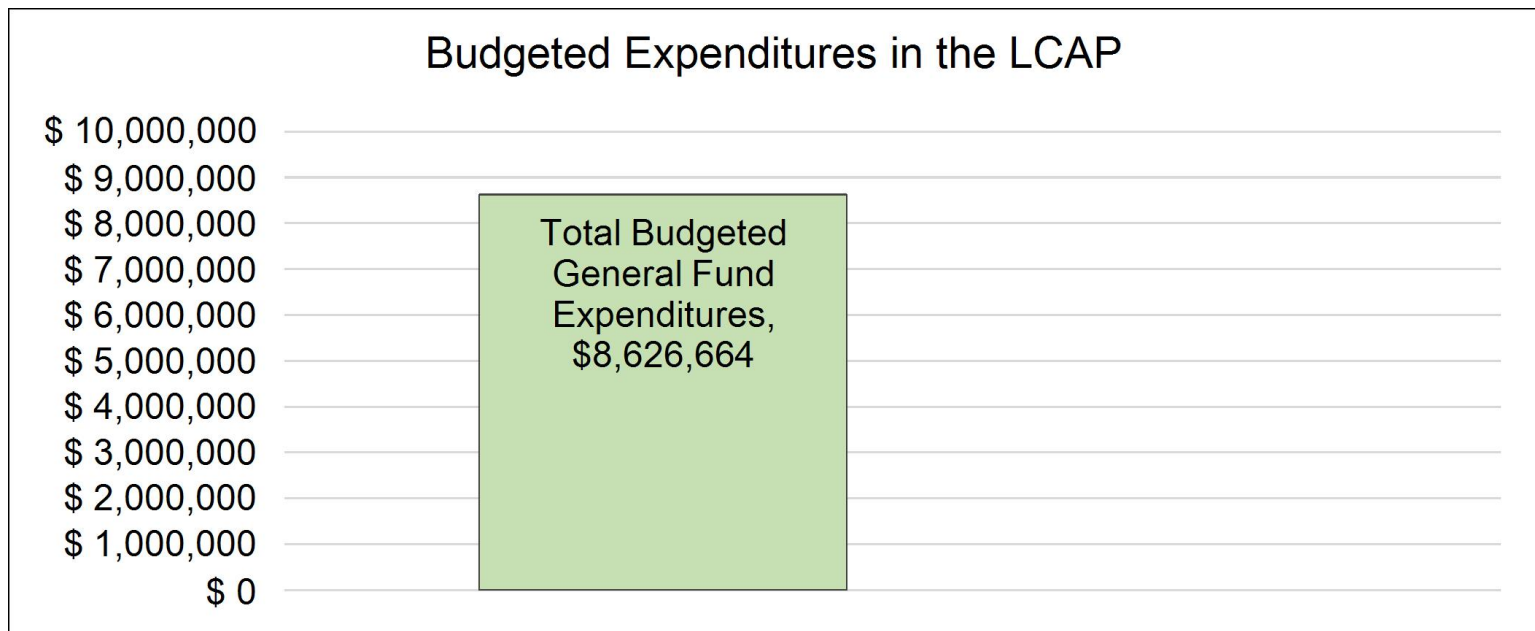


This chart shows the total general purpose revenue East Bay Innovation Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Bay Innovation Academy is \$8,689,407, of which \$6,238,375 is Local Control Funding Formula (LCFF), \$1,585,729 is other state funds, \$585,845 is local funds, and \$279,458 is federal funds. Of the \$6,238,375 in LCFF Funds, \$428,642 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much East Bay Innovation Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

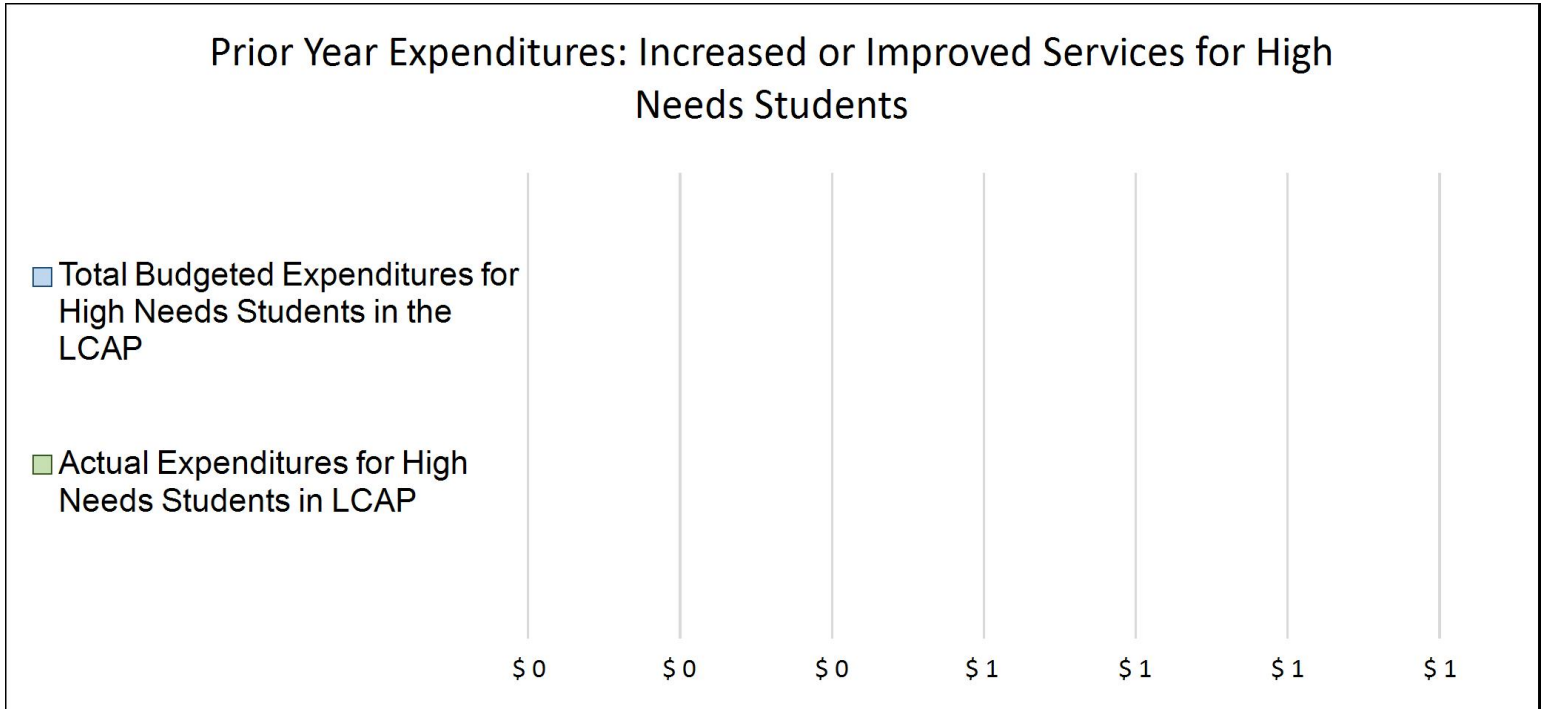
The text description of the above chart is as follows: East Bay Innovation Academy plans to spend \$8626664 for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$8,626,664 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, East Bay Innovation Academy is projecting it will receive \$428642 based on the enrollment of foster youth, English learner, and low-income students. East Bay Innovation Academy must describe how it intends to increase or improve services for high needs students in the LCAP. East Bay Innovation Academy plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what East Bay Innovation Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what East Bay Innovation Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, East Bay Innovation Academy's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. East Bay Innovation Academy actually spent \$ for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Miranda Thorman Executive Director	miranda.thorman@eastbayia.org 510-577-9557

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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.

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.

In the 2022-23 school year, East Bay Innovation Academy ("EBIA") served students in grades 6 – 12 with approximately 520 students on two campuses. Our students come from every zip code in Oakland representing a diverse and multifaceted community. EBIA is building a CTE linked learning pathway that encompasses our mission, vision and program, through focus on Computer Science and Design Innovation.

Number of Students Enrolled by Grade Level

Grade 6: 77
Grade 7: 108
Grade 8: 102
Grade 9: 74
Grade 10: 60
Grade 11: 36
Grade 12: 63
Total Enrollment: 520

Percent of Total Enrollment by Student Group

Black or African American: 25%
American Indian or Alaska Native: 7%

Asian: 6.%
Hispanic or Latino: 18%
Native Hawaiian or Pacific Islander : 0
White: 22%
Two or More Races: 25%
Not Reported: 3%

Socioeconomically Disadvantaged: 34%
English Learners: 8%
Students with Disabilities: 18%
Foster Youth: .01%

Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)
English Language Arts/Literacy

2021-22
EBIA: 42.15%
OUSD: 35.33%

2020-21
EBIA: 58.0%
OUSD: 35%
State: 48%

2017-18
EBIA: 53%
OUSD: 36%
State: 50%

2018-19
EBIA: 56%
OUSD:34%
State:51%

Mathematics
2021-22
EBIA: 26.74%
OUSD: 25.87%

2020-21
EBIA: 48.0%
OUSD: 28.0%
State: 37.0%

2017-18
EBIA: 48.0%
OUSD: 29.0%
State: 38.0%

2018-19
EBIA: 49%
OUSD: 27%
State: 39%

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

- In most cases, EBIA's 22-23 MAP data shows an increase in cohort performance (% proficient and above) in both ELA (by an average of 6% points) and Math (by an average of 9% points)
- 22-23 MAP data also shows improved performance (% proficient and above) across subgroups
- EBIA's 21-22 graduation rate was 92%; in 22-23 95% of students are projected to earn diplomas; in 22-23 85% of graduates are projected to be UC/CSU eligible
- Attendance rates have improved across the LEA. Lower school rates increased from 92% in 21-22 to 96% in 22-23; Upper school rates increased from 92% in 21-22 to 93% in 22-23.
- Chronic absenteeism has decreased from 18% overall to 16% for upper school and 5% for lower school
- Panorama survey data shows growth in upper school students' sense of belonging and knowledge of fairness, and an increase in our lower school students' growth mindset and self-efficacy.
- Panorama survey data shows growth in teachers' perception of cultural awareness and action as well as coaching and feedback

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- In most cases, EBIA's SBAC performance in both ELA and Math continues to trend downward from 18-19 through 21-22. Significant improvement is needed in mathematics.
- SBAC Subgroup performance in mathematics is classified as very low for African American, English Learners, and Students with Disabilities
- SBAC Subgroup performance in ELA is classified as very low for English Language Learners and Students with Disabilities
- MAP performance data (% proficient) continues to show a gap between African American and Latinx students as compared to their white and Asian peers
- Attendance rates in upper school, while modestly improving, are not yet at our goal of 95%
- Chronic absenteeism, while showing a modest improvement, continues to be an area of concern and focus at the Upper School
- Panorama survey data shows a significant need to address students' sense of safety at the Lower School
- Panorama survey data shows a continued need to focus on teachers' sense of efficacy
- Panorama survey participation rates for families continued to be a concern, in 22-23 23% of families participated

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In 22-23, based on our student outcome data, EBIA focused on two main priorities: (1) Ensuring that our African American students thrive, (2) ensuring all students have access to rigorous, standards-aligned curriculum and instruction (with a focus on writing across the curriculum). Through PLCs and the piloting of a new teacher coaching/observation system, EBIA is seeing some promising leading indicators in both our MAP and Panorama (teacher) data. In June/July, the Leadership Team will engage in a process to again examine a range of data in order to identify our key priorities for the year. The LCAP, and the data used to develop this year's plan, will be used as part of this process.

Our 23-24 LCAP includes the following updates to our actions associated with each goal:

Goal 1:

- Funding to provide our teachers support to complete credentialing/licensure needed to be highly qualified for their positions

- Expanding college and career programming to our students in grade 6-8
- Restructuring our leadership team to include two academic deans who will focus on further developing and implementing high quality professional learning communities programming and teacher coaching/support systems
- A focus in our upper school in developing and implementing proactive systems for supporting students who are struggling (mid-trimester) and/or who require support with credit recovery

Goal 2:

- Restructuring our leadership team to include two culture/climate deans who will focus on developing and implementing strategies that improve student and family engagement and participation in decision making

Goal 3:

- Continuing to support the development of our college and career pathway

Goal 4:

- Continuing to focus on implementing effective and responsive supports for students/families related to attendance

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

EBIA was not identified for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

EBIA was not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

EBIA was not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

While specific LCAP sessions were scheduled with educational partners in spring of 2022-23, this process is continuous and this document captures feedback from all stakeholders throughout the year. The WASC process and feedback is incorporated, as well as discussions from professional development, staff meetings, student interviews, surveys and individual/group family meetings. There were also public meetings regarding the ESSER III plan and the Educator Effectiveness Block Grant. It has also evolved as state guidance regarding budget (resources), public health and program requirements changed. In May-June, EBIA held public hearings on the LCAP, including board meetings on May 31, 2023, June 8, 2023 and family meetings on May 25, 2023.

A summary of the feedback provided by specific educational partners.

Priorities for students and families included culture and climate and parent/family engagement. The board and families sought investments in additional and/or targeted academic support, including summer session, small group work, and Quest (after school).

Staff expressed desire for return to PBL, organized activities, alignment around discipline, retention/recruitment of students, and focused professional development.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on input from our various stakeholder engagement sessions, EBIA is working on structural and programmatic changes for the upcoming year:

- 1) EBIA will continue to offer a Summer Bridge session to support learning recovery and acceleration as well as social and mental well-being for students needing to recover credits and skills. In addition to supporting the completion of course credit recovery on the APEX platform and self-directed blended learning opportunities, certificated teachers will provide in-person instruction in ELA and Math. There will also be a component of community building, systems introduction, and ELA/math reinforcement for incoming students provided by EBIA alumni and support staff, supervised by certificated staff.
- 3) In SY 23-24, EBIA plans to focus its work around culture and climate, and reinforce training and information-sharing around its discipline framework.
- 4) To further leverage PBL and other areas of instructional and cultural competency, individual and collective professional development will be a priority.
- 5) EBIA plans to continue academic counseling and support for students who struggled to stay on track for A-G completion and graduation. School-wide credit recovery efforts will continue into SY 24, Intersession will be geared toward college and career readiness. The linked learning pathway staffing and resources will grow with student offerings.
- 6) Academic support will be integrated to before and after school programming at lower school.



Goals and Actions

Goal

Goal #	Description
1	Provide and maintain basic educational and support services for all students

An explanation of why the LEA has developed this goal.

This goal centers us to remain rooted in the following State and Local Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3 Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

More specifically, the following local priorities align with the State Priorities:

- Adhere to public health Covid-19 protocols (State Priority 1)
- Comply with instructional minute requirements and in-person programming as logistically feasible (State Priority 2)
- Ensure appropriate qualifications, assignments and training for staff (State Priority 2)
- Continue to seek input in various ways, and lessen the barrier for parental engagement. (State Priority 3)
- Enable academic growth (State Priority 4)
- Continue outreach to students/families who are experiencing difficulties with attendance and engagement. (State Priority 5, 7)
- Build upon academic counseling and credit recovery systems to maximize graduation and A-G completion. (State Priority 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of mis-assignments	70% across all subjects, 85% in core subjects	72% correctly assigned across all subjects, 90% in core subjects	77% correctly assigned across all subjects. _% in core subjects.		100% credentialed teachers in all subject areas required for charter school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Academic growth by cohorts on local assessments in ELA</p>	<p>MAP internal data showing a number of cohorts on average below grade level in math, some also in ELA. Please see appendix 1 for SY 21 winter data.</p> <p>MAP SY20-21 (% Proficient) All Students MAP Math = 58% All Student MAP ELA = 69% African American Student = 33% Latinx Students = 38%</p> <p>SBAC SY20-21 (% Met or Exceeded) All Students Math = 35% All Students ELA = 56% African American Students Math = 13% African American Students ELA = 29% Hispanic or Latino Students Math = 27% Hispanic or Latino Students ELA = 50%</p>	<p>MAP data suggest some backsliding, especially for older cohorts.</p> <p>MAP SY21-22 (% Proficient) All Students MAP Math = 38% All Student MAP ELA = 49% African American Students = 14% Latinx Students = 26% P</p> <p>SBAC SY21-22 (% Met or Exceeded) All Students Math = 27% All Students ELA = 42% African American Students Math = 10% African American Students ELA = 26% Hispanic or Latino Students Math = 21% Hispanic or Latino Students ELA = 40%</p>	<p>MAP SY22-23 (% Proficient) All Students MAP Math = 46% All Student MAP ELA = 55% African American Student = 29% Latinx Students = 30%</p> <p>SBAC SY22-23 (% Met or Exceeded) PENDING</p>		<p>Positive growth in MAP/SBAC results for all students, year over year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation rate	70% 4-year cohort rate (19-20)	97% (20-21)	92% (21-22), Pending (22-23)		85% or higher 4 year cohort rate
A-G readiness	inaccurate data reported (19-20)	95% (20-21)	84% (21-22)		Over 90% of graduates complete A-G
Independent audit for compliance	No material findings	No material findings	No material findings		No material findings.
# of EL teacher mis-assignments	11 in 19-20	7 in 20-21	7 in 21-22		0
# of vacant teacher positions	0	0	0		0
% of students with access to standards-aligned instructional materials	100%	100%	100%		100%
DUAL enrollment	0	All 9th graders	49% of 12th grade		at least 2
CTE Pathway completion	N/A, pathway launch	Linked Learning Silver Certification	Linked Learning Silver Certification		100% completion
SBAC results in Math compared to district	N/A, Covid	21-22 EBIA: 26.74% OUSD: 25.87%	Pending 22-23		exceeding
SBAC results in English compared to district	N/A, Covid	2021-22 EBIA: 42.15% OUSD: 35.33%	Pending 22-23		exceeding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students receiving 3 or higher on AP exams	67% in 19-20	53% in 20-21	55% in 21-22		70% or higher
% of graduates accepted into a 4-year college	75%	88% in 21-22	Pending 22-23		80% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	6-12 College and Career Readiness	Director of College and Career Readiness to support experiences and readiness in grades 6-12. Refine systems, policies and procedures for course access, academic counseling, college counseling	\$150,700.00	No
1.2	Professional development support for teachers to clear credentialing process and improve practice	Includes BTSA, mentor coaching, ELD, and other relevant expenses to support teachers clear their credentials. Also includes targeted workshops, conferences and participation in PLCs aimed to improve teaching practice, including integration of PBL and other individual PDs (i.e., AP). EBIA will provide funding (up to \$3,500/ETA member over the course of their lifetime at EBIA) to employees for essential credentialing or licensing support	\$35,000.00	No
1.3	Curriculum	Core and blended curriculum	\$108,242.00	No
1.4	Assessment to track student progress	MAP, AP, SBAC, ELPAC	\$17,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Curriculum and Instruction alignment	Restructure leadership team to include two academic deans. Stipends and materials to plan and implement professional learning communities at Upper and Lower School.	\$426,729.00	No
1.6	Business Services	Audit and compliance support, data reporting (CALPADS) support, financial services	\$288,511.00	No
1.7	Expanded learning	Summer session, before and after school academic/tutoring support, mental health support, Phoenix Academy for new students	\$192,468.00	No
1.8	Qualified Instruction	Teacher Salaries, unrestricted	\$2,539,341.00	No
1.9	Instructional Support *	Student-facing, academic support	\$344,016.00	Yes
1.10	EL tutoring support		\$55,160.00	Yes
1.11	IEP and 504 services	Identification and service delivery to support student learning with respect to IEP and 504 plans	\$510,831.00	Yes
1.12	Assessment to track student progress fees	AP/ SAT	\$10,000.00	Yes
1.13				Yes
1.14				No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

EBIA implemented PLCs in alignment with two school-wide priorities that were established for SY23 (Black Students Thrive and Vertical Alignment of Curriculum with a focus on writing). In addition, the school piloted a new instructional coaching system and tool. We anticipate that both of these structures will continue in SY 23-24.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

An explanation of how effective the specific actions were in making progress toward the goal.

EBIA achieved silver Linked Learning certification and expanded our CTE course selection.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

EBIA implemented PLCs in alignment with two school-wide priorities that were established for SY23 (Black Students Thrive and Vertical Alignment of Curriculum with a focus on writing). In addition, the school piloted a new instructional coaching system and tool. We anticipate that both of these structures will continue in SY 23-24. EBIA will no longer be employing a counseling intern due to budget cuts. The College and Career Counselor will expand their work and services to the entire 6-8. The Leadership Team will be restructured to include two academic deans and two culture deans. Academic Deans will oversee professional learning, coaching, and student support for the upper and lower school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Create a culture of caring and responsibility, where students feel safe and supported and can develop into leaders who collaborate, manage change and take ownership of their learning.

An explanation of why the LEA has developed this goal.

This goal centers us to remain rooted in the following State and Local Priorities:

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

More specifically, the following local priorities align with the State Priorities:

Reinforce norms and practices as staff and students transition to in-person learning, strengthen restorative justice practices. (State Priority 6)
Continue to focus on diversity, equity and inclusion (State Priority 5, 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School culture and climate survey - parents	58% favorable on school climate; high barriers to engagement (remote learning)	67% favorable on school climate, families reporting decline in barriers to engagement (87% favorable compared to 82% in SY 21)	65% favorable on school climate, families reporting decline in barriers to engagement (80% favorable compared to 87% in SY 22)		70% satisfaction with school climate, 90% favorable in barriers to engagement
School culture and climate survey - students	climate of support for learning (70%), sense of belonging (50%)	climate of support for learning (72% lower, 79% upper); sense of belonging (54% lower,	climate of support for learning (69% lower, 75% upper); sense of belonging (52% lower,		75% report supportive climate, 70% report sense of belonging

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		56% upper). sense of safety (55% lower, compared to 79% for upper)	57% upper). sense of safety (53%, compared to 76% for upper)		
School culture and climate survey - teachers	school climate positive (67%)	school climate positive (55%)	school climate positive (59%)		school climate 70% or higher
Chronic Absenteeism Rates	5.2% Overall, 6.4% African American, 9.2% Hispanic, 10.5% Socioeconomically Disadvantaged, 4.8% Students with Disabilities, 2.2% Two or More Races, 2.5% White.	Overall increase > 10% in SY 21 (mostly distance learning), SY 22 18.2% Subgroup Rates SY22 19.8% African American, 20.3% Hispanic, 32.1% Socioeconomically Disadvantaged, 18.6% Students with Disabilities, 11.4% Two or More Races, 17.1% White.	SY23 Pending		Decrease high subgroup rates of chronic absenteeism by 20%
Suspension Rates	5% Overall, 11.6% African American, 6.5% Socioeconomically Disadvantaged, 12.1% Students with Disabilities, 2.9% English Learners, 4.4% Hispanic, 2.9% White, 0% Two or More Races	<1% in SY 21 (mostly distance learning) SY 22 7% Overall, 8.3% African American, 8.8% Socioeconomically Disadvantaged, 13% Students with Disabilities, 2.3% English Learners,	SY23 Pending		Decrease high subgroup rates of suspension by 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		6.9% Hispanic, 6.7% White, 9.1% Two or More Races			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culture and Climate team	Primary leads for defining school culture, designing norms, practices and implementing board policies and procedures at each campus. Lead restorative conversations, plan assemblies, celebrations and other activities that build school connection. Support behavioral and discipline-related work under administrative guidance. In SY23-24, the Culture and Climate Team will be charged with exploring and implementing strategies to improve both family and student engagement and leadership, with a particular emphasis on working to involve these stakeholder in providing inputs into a range of decisions at the LEA.	\$429,676.00	No
2.2	Mental health services	Multi-tiered mental health support for students	\$82,796.00	No
2.3	Measure G1 culture and climate	Musical, assemblies, SEL activities	\$64,414.00	No
2.4	School wide survey	Panorama or other similar school climate surveys	\$5,000.00	No
2.5	Intersession activities	Non-core subject activities on/off campus with community instructors in-between trimesters	\$139,960.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Specialized support	Staff, administration and third party providers supporting students and families who are chronically absent, in need of specialized services	\$151,868.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

None

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Intersession costs were significantly higher than budgeted due to the use of increased cost of in-person vendors and workshops. Redesign of intersession is in process to mitigate costs.

An explanation of how effective the specific actions were in making progress toward the goal.

Initial P2 data indicates a decrease in chronic absenteeism rates. We also anticipate a decrease in the suspension rates for all students and significant subgroups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An additional administration of the Panorama Survey will take place to generate actionable data in the Fall. EBIA has moved to a co-dean administrative model in order to elevate the importance of school culture and provide leadership in this area.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Provide a coherent 21st century program that offers new, innovative and alternative educational experiences.

An explanation of why the LEA has developed this goal.

This goal centers us to remain rooted in the following State and Local Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

More specifically, the following local priorities align with the State Priorities:

- Continue to improve project-based learning opportunities for students in all grades
- Leverage blended learning to accelerate student learning
- Continue to incorporate CTE courses in linked learning pathway
- Continue to incorporate work-based learning opportunities
- Continue to innovate on strategies to engage students in learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Multi-disciplinary, culminating projects	2-3 grade level collaborative projects before Covid (19-20), modified in 20-21	Successful capstone at year-end	One multi-disciplinary projects in grade 6 (History/ELA); 2 collaborative projects (English-Math; AP		At least two multi-disciplinary, culminating projects completed, including year-end Capstone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Research) and successful 6-12 capstone at year-end		
Blended learning in ELA and math	Inconsistent integration of blended learning across grades and the school year	Scheduling changes mid-year due to Covid surges impacted blended learning progress at lower; not consistently integrated at upper.	Consistent use of ALEX and Achieve 3000 at LS; Not consistently integrated at US		Consistent use of blended learning within the school day and year for all students
CTE instruction in partnership with community college	CTE unavailable in 19-20	Course sequence fully designed and courses rolled out incrementally	Course sequenced fully designed and all students enrolled in at least one CTE course (Robotics, Cyber-Security, CSDI I, APCP, APCA, and CSDI Capstone)		All students in grades 9-12 will receive at least one year of CTE instruction as part of the linked learning pathway
Work-based learning opportunities	Work-based learning opportunities largely unavailable in 19-20	Internship program design started, online job talks continuing in SY 21 and SY 22	Established internship opportunity with Genesys Works. Students practiced interviewing for open positions.		Facilitate at least three work-base learning opportunities, including one internship
Chromebooks	100% of students will have access to chromebooks 1:1 on campus	1:1 availability of Chromebooks	1:1 availability for all students		1:1 availability for all students

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Project-based learning (PBL) Professional Development	Professional development for implementing PBL, including plans to attend conferences and disseminate	\$55,108.00	No
3.2	Materials and supplies for PBL and CTE	Basic materials and supplies for PBL and CTE	\$46,986.00	No
3.3	CTE instruction	Staffing, curriculum and equipment	\$117,016.00	No
3.4	Linked Learning Pathway	Administration, continued development of work-based learning, internship programs, and college/career exploration through student events, professional development and coaching/access to resources.	\$147,965.00	No
3.5	Chromebooks fleet procurement and support	Replace a portion of old fleet each year, configure, issue, maintain and troubleshoot the fleets.	\$99,055.00	No
3.6				No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

None

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

An explanation of how effective the specific actions were in making progress toward the goal.

EBIA received Silver Linked Learning Certification as a result of our work to implement our college and career vision. Increased CTE course offerings that enabled to be enrolled in grades 9-12. Saw growth in in Lexile Level and Math Knowledge in grades 6-8 as a result of Achieve 3000 and ALEKS.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

None

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Maintain very high attendance to ensure school receives state money via ADA

An explanation of why the LEA has developed this goal.

This goal centers us to remain rooted in the following State and Local Priorities:

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

More specifically, the following local priorities align with the State Priorities:

Support enrollment and 95% attendance through engagement strategies

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	620 enrollment in 20-21	563 in 21-22	520 in 22-23		Full enrollment in grades 6-8 and increase enrollment in grades 9-12 to capacity.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Information System and Parent Square	Systems to track enrollment and attendance (PowerSchool), and communication platform (Parent Square)	\$29,859.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Attendance outreach and SARB follow-up	SARB/SART Team personnel, materials, and expenses to support improved student attendance and reduced chronic absenteeism	\$29,191.00	No
4.3	Student recruiting	Swag, banners, social media campaigns	\$39,391.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

EBUA shifted its parent/family communication platform from School Messenger to Parent Square in order provide families with a more robust communication system including texting and the Parent Square Ap which is compatible with cell phones.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We upgraded our parent communication system from School Messenger to Parent Square (increased cost + implementation time/cost).

An explanation of how effective the specific actions were in making progress toward the goal.

EBIA saw a decrease in enrollment from 21-22 to 22-23. Estimated enrollment for 23-24, however, shows a rebound with a projected enrollment of 544 students. We attribute this to our increased outreach efforts. Initial SARB/SART processes have improved, the school will continue to implement systems, structures, and practices to address the needs of chronically absent students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school will continue to implement Parent Square. The school will devote some funding to personnel, follow up and outreach efforts related to the SARB-SART process.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
382,973	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The goal behind school-wide professional development, curriculum design and integration, and academic counseling and advising supports is to enlist the entire team to connect with, understand and support/nurture our unduplicated students. Combination of school-wide and dedicated actions will ensure that these students are seen by everyone and that they are included in the planning process. Regularly looking at outcomes of unduplicated students as we implement and advance the schoolwide actions will ensure that the school is supporting the needs of our unduplicated students.

To directly address the academic achievement gaps in both ELA and Math for our unduplicated students, EBIA provides the following services to support students not meeting or exceeding grade level. While these services are available for all students, they are specifically provided to close the achievement gap: Expanded Learning Summer session, before/after school academic support, efforts to address chronic absenteeism and credit recovery.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

EBIA's mission is to prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st-century global world. To ensure the success of all students at EBIA, additional actions and services are provided specifically for prioritized students.

EBIA provides for free many fee-for-service programs such as after-school care, coverage of assessment/graduation fees, technology devices and connectivity, and community events. EBIA has instructional supports dedicated to EL students and devices available to students receiving free/reduced lunch.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,476,021.00	\$255,364.00	\$384,898.00		\$6,116,283.00	\$5,314,078.00	\$802,205.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	6-12 College and Career Readiness	All	\$98,750.00	\$20,700.00	\$31,250.00		\$150,700.00
1	1.2	Professional development support for teachers to clear credentialing process and improve practice	All	\$35,000.00				\$35,000.00
1	1.3	Curriculum	All	\$108,242.00				\$108,242.00
1	1.4	Assessment to track student progress	All	\$17,000.00				\$17,000.00
1	1.5	Curriculum and Instruction alignment	All	\$426,729.00				\$426,729.00
1	1.6	Business Services	All	\$288,511.00				\$288,511.00
1	1.7	Expanded learning	All	\$192,468.00				\$192,468.00
1	1.8	Qualified Instruction	All	\$2,539,341.00				\$2,539,341.00
1	1.9	Instructional Support *	English Learners Foster Youth Low Income	\$344,016.00				\$344,016.00
1	1.10	EL tutoring support	English Learners	\$55,160.00				\$55,160.00
1	1.11	IEP and 504 services	English Learners Foster Youth Low Income	\$510,831.00				\$510,831.00
1	1.12	Assessment to track student progress fees	Foster Youth Low Income	\$10,000.00				\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13		English Learners Foster Youth Low Income					
1	1.14		Students with Disabilities					
2	2.1	Culture and Climate team	All	\$429,676.00				\$429,676.00
2	2.2	Mental health services	All		\$82,796.00			\$82,796.00
2	2.3	Measure G1 culture and climate	All			\$64,414.00		\$64,414.00
2	2.4	School wide survey	All	\$5,000.00				\$5,000.00
2	2.5	Intersession activities	All	\$139,960.00				\$139,960.00
2	2.6	Specialized support	Students identified through the MTSS, IEP, and/or SART/SARB Process All Low Income		\$151,868.00			\$151,868.00
3	3.1	Project-based learning (PBL) Professional Development	All	\$40,000.00		\$15,108.00		\$55,108.00
3	3.2	Materials and supplies for PBL and CTE	All	\$4,600.00		\$42,386.00		\$46,986.00
3	3.3	CTE instruction	All			\$117,016.00		\$117,016.00
3	3.4	Linked Learning Pathway	All	\$33,241.00		\$114,724.00		\$147,965.00
3	3.5	Chromebooks fleet procurement and support	All	\$99,055.00				\$99,055.00
3	3.6		All					
4	4.1	School Information System and Parent Square	All	\$29,859.00				\$29,859.00
4	4.2	Attendance outreach and SARB follow-up	Students identified through the	\$29,191.00				\$29,191.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			SART/SARB process All					
4	4.3	Student recruiting	All	\$39,391.00				\$39,391.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	382,973		0.00%		\$920,007.00	0.00%	0.00 %	Total:	\$920,007.00
								LEA-wide Total:	\$409,176.00
								Limited Total:	\$520,831.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	6-12 College and Career Readiness				9-12	\$98,750.00	
1	1.9	Instructional Support *	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$344,016.00	
1	1.10	EL tutoring support	Yes	LEA-wide	English Learners	All Schools	\$55,160.00	
1	1.11	IEP and 504 services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$510,831.00	
1	1.12	Assessment to track student progress fees	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income		\$10,000.00	
1	1.13		Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	2.6	Specialized support			Low Income			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,623,607.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Counseling	No	\$36,000.00	
1	1.2	Professional development support for teachers to clear credentialing process and improve practice	No	\$48,000.00	
1	1.3	Curriculum	No	\$60,000.00	
1	1.4	Assessment to track student progress	Yes	\$30,000.00	
1	1.5	Curriculum and Instruction alignment	No	\$160,000.00	
1	1.6	College and career readiness	No	\$210,000.00	
1	1.7	Business Services	No	\$150,000.00	
1	1.8	Covid-19 protocol	No	\$120,000.00	
1	1.9	Expanded learning	Yes	\$380,000.00	
1	1.10	Qualified Instruction	No	\$2,226,607.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Instructional Support *	Yes	\$100,000.00	
1	1.12	EL tutoring support	Yes	\$50,000.00	
1	1.13	Assessment fees: free for unduplicated students	Yes	\$10,000.00	
1	1.14	IEP and 504 services	No	\$560,000.00	
2	2.1	Culture and Climate team	No	\$220,000.00	
2	2.2	Mental health services	No	\$150,000.00	
2	2.3	Measure G1 culture and climate	No	\$36,000.00	
2	2.4	School wide survey	No	\$5,000.00	
2	2.5	Intersession activities	No	\$55,000.00	
2	2.6	Specialized support		\$350,000.00	
3	3.1	Project-based learning (PBL) Professional Development	No	\$10,000.00	
3	3.2	Materials and supplies for PBL	No	\$5,000.00	
3	3.3	Blended Learning Platforms and support	Yes	\$80,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	CTE instruction	No	\$168,500.00	
3	3.5	Linked Learning Pathway	No	\$186,000.00	
3	3.6	Chromebooks fleet procurement and support	No	\$130,000.00	
4	4.1	School Information System and School Messenger	No	\$42,500.00	
4	4.2	Attendance outreach and SARB follow-up	Yes	\$35,000.00	
4	4.3	Student recruiting	No	\$10,000.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$390,000.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Assessment to track student progress	Yes	\$30,000.00			
1	1.9	Expanded learning	Yes	\$260,000.00			
1	1.11	Instructional Support *	Yes				
1	1.12	EL tutoring support	Yes	\$50,000.00			
1	1.13	Assessment fees: free for unduplicated students	Yes	\$10,000.00			
3	3.3	Blended Learning Platforms and support	Yes	\$40,000.00			
4	4.2	Attendance outreach and SARB follow-up	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	East Bay Innovation Academy
CDS Code:	01-61259-0129932
LEA Contact Information:	Name: Miranda Thorman Position: Executive Director Email: miranda.thorman@eastbayia.org Phone: 510-577-9557
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$6238375
LCFF Supplemental & Concentration Grants	\$428642
All Other State Funds	\$1585729
All Local Funds	\$585845
All federal funds	\$279458
Total Projected Revenue	\$8,689,407

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$8626664
Total Budgeted Expenditures in the LCAP	\$
Total Budgeted Expenditures for High Needs Students in the LCAP	\$
Expenditures not in the LCAP	\$8,626,664

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$
Actual Expenditures for High Needs Students in LCAP	\$

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$-428,642
2022-23 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Bay Innovation Academy

CDS Code: 01-61259-0129932

School Year: 2023-24

LEA contact information:

Miranda Thorman

Executive Director

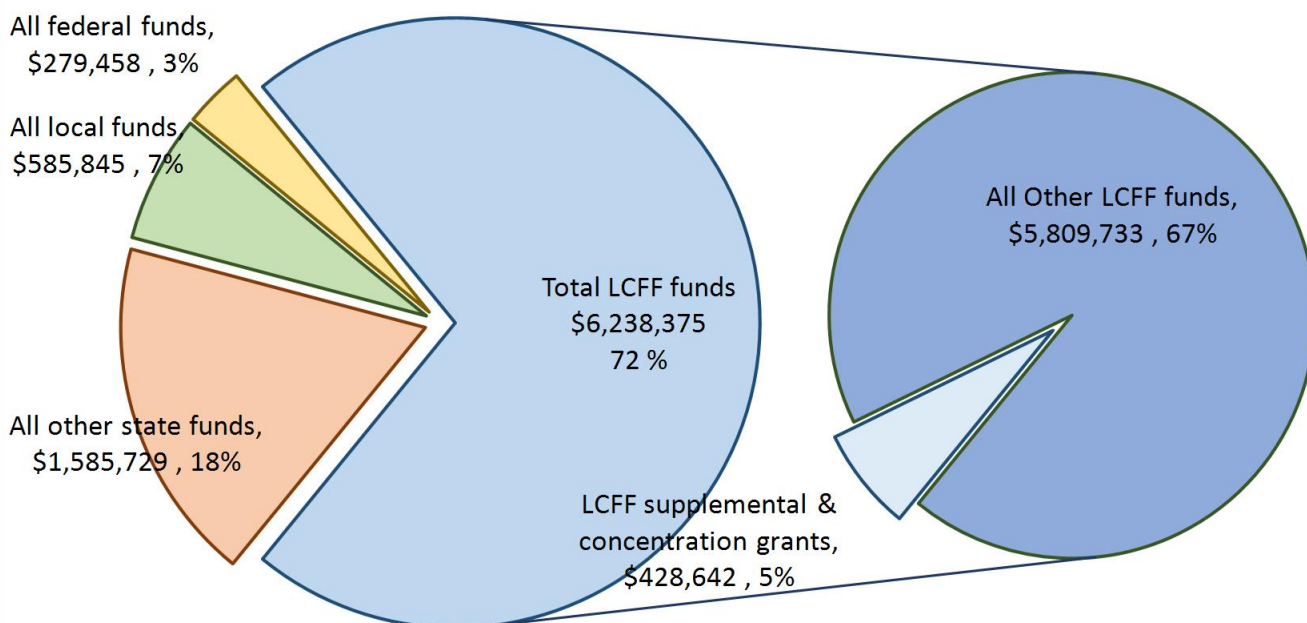
miranda.thorman@eastbayia.org

510-577-9557

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

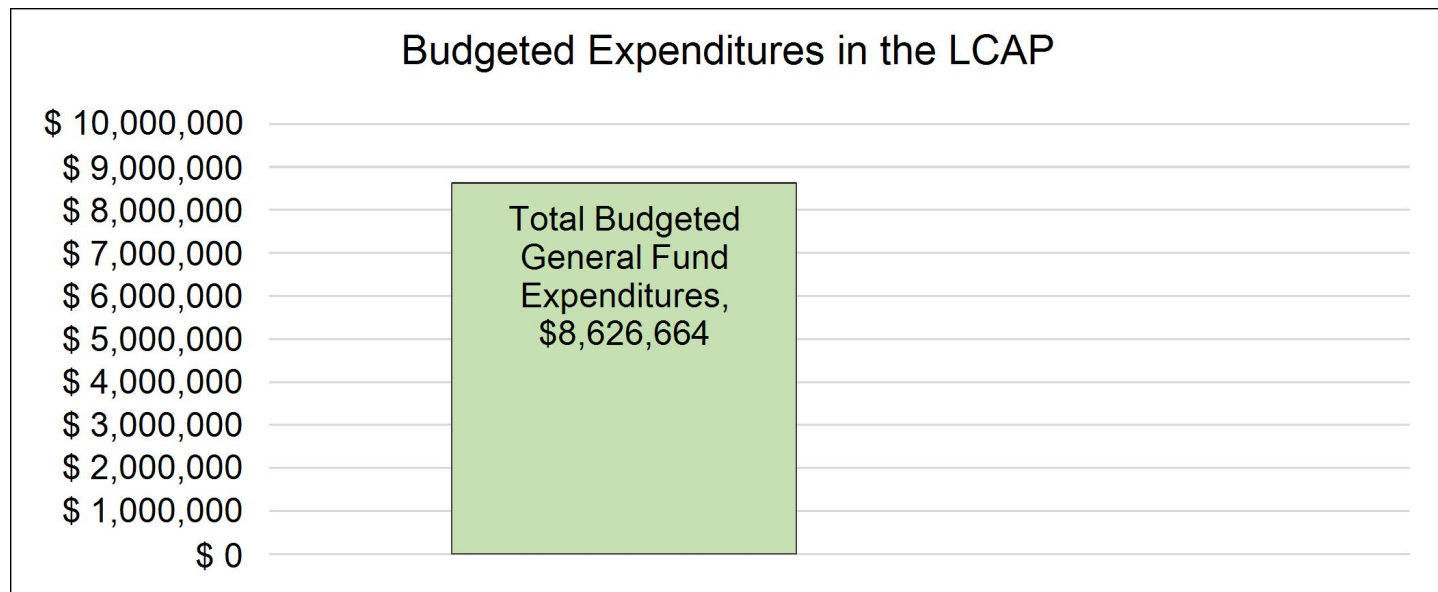


This chart shows the total general purpose revenue East Bay Innovation Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Bay Innovation Academy is \$8,689,407, of which \$6,238,375 is Local Control Funding Formula (LCFF), \$1,585,729 is other state funds, \$585,845 is local funds, and \$279,458 is federal funds. Of the \$6,238,375 in LCFF Funds, \$428,642 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much East Bay Innovation Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

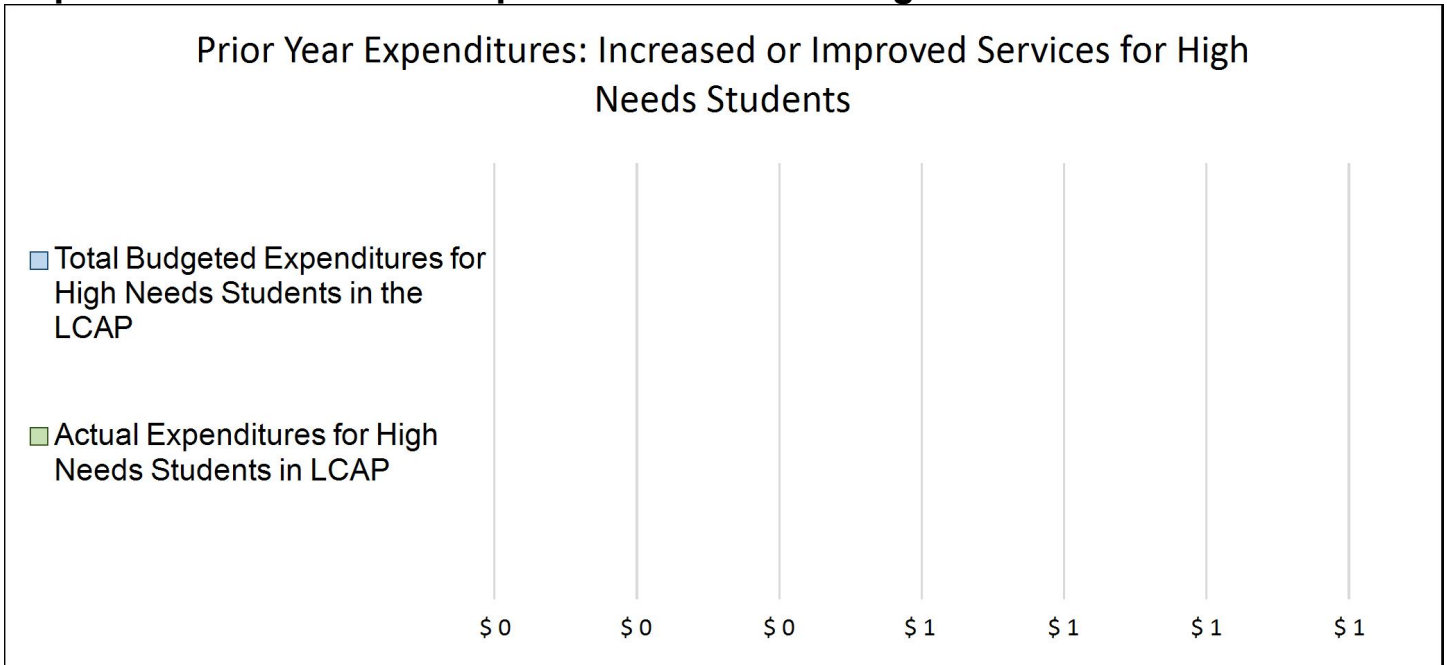
The text description of the above chart is as follows: East Bay Innovation Academy plans to spend \$8626664 for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$8,626,664 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, East Bay Innovation Academy is projecting it will receive \$428642 based on the enrollment of foster youth, English learner, and low-income students. East Bay Innovation Academy must describe how it intends to increase or improve services for high needs students in the LCAP. East Bay Innovation Academy plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what East Bay Innovation Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what East Bay Innovation Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, East Bay Innovation Academy's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. East Bay Innovation Academy actually spent \$ for actions to increase or improve services for high needs students in 2022-23.



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Miranda Thorman Executive Director	miranda.thorman@eastbayia.org 510-577-9557

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	6	20%
Vacant Teacher Positions	2	7%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

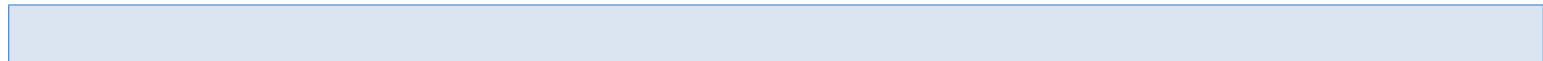
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

EBIA's strengths include (1) On-going Family communication: The implementation of Parent Square for increased and improved school wide communication. We are actively able to track the level of engagement to ensure that 100% of families can be contacted at all times. The tool has been used effectively by the lower school team to effectively communicate the details of events such as school dances, PAC sponsored community, and other school wide events throughout the year. (2) Opportunities for parent leadership and involvement: EBIA's parent involvement activities also include the Parent Action Committee (PAC), which has established clear roles for family members to participate in school event. (3) Individualized collaboration between families, students, and staff: Through our Personalized Learning Plans, family members meet with their child and advisor twice per year to review trimester grades, discuss MAP scores, and set/review goals/progress. (4) Improved Support and Communication for Spanish Speaking Families: EBIA has improved our ability to communicate with Spanish speaking families through translated weekly newsletters and simultaneous in person and virtual meetings.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

EBIA's areas of improvement include: (1) Engaging families in the review of student achievement data is still an area of growth that we will need to focus on during the next school year. Families currently receive MAP and SBAC scores by mail and are reviewed during student conference meetings at the end of the first and second trimester. Families also have real-time access to grades and assignments on Echo, which is our school LMS platform. As we move into the 2023-2024 school year, we will consider ways to use the Cafecitos to engage families in the review of student achievement data. (2) Recognizing the importance of engaging families and creating a welcoming environment. The

school has implemented several initiatives such as game nights, multi-cultural events on campus, campus wide clean up events, and monthly family meetings known as Cafecitos. The Cafecito events serve as a platform to share best practices for student success, review school wide events, and strengthen partnerships with families.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EBIA recognizes the importance of focusing our engagement relative to underrepresented families, especially in relation to advising and partnering with our teachers and leaders to improve outcomes for our underrepresented students. We will target this in 23-24 through increased efforts to engage families to provide feedback in multiple forums including our Panorama survey, focus groups, and Cafecito's focused on the needs of underrepresented learners and their families. These continued efforts will provide opportunities for dialogue to make continuous school wide improvements.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EBIA's strengths include (1) individualized collaboration between families, students, and staff: Through our Personalized Learning Plans, family members meet with their child and advisor twice per year to review trimester grades, discuss MAP scores, and set/review goals/progress, (2) the use of technology to improve communication and resources between home and school. Through our ECHO LMS system, families have consistent access to view student assignments, grades, and progress. The school provides annual training and on-going support for families to access this resource.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

While EBIA has made progress in sharing and discussing student achievement and experience data with our board (which includes parent representatives), we recognize to extend this practice to all families in order to better engage them in the support of all students. EBIA will focus on using our Cafecito's as a forum for these data sessions.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

While EBIA has made progress in sharing and discussing student achievement and experience data with our board (which includes parent representatives), we recognize to extend this practice to all families in order to better engage them in the support of all students. EBIA will focus on using our Cafecito's as a forum for these data sessions.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Families at EBIA are encouraged to provide input through Cafecito's, family surveys (Panorama), and twice annual Personalized Learning Plan meetings. The EBIA board of directors also includes EBIA parents. EBIA's Parent Advisory Council (PAC) typically meets every other month. The PAC primarily supports the school through events such as Spring Fest, and cultural events such as Lunar New year.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

EBIA recognizes the need to more authentically engage our families as advisors and decision makers in our school. This year, post-pandemic, we revived our PAC and primarily focused this group on community events. We recognize the potential of this group to serve an even greater function.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

EBIA will expand the purpose of the PAC in order to include more opportunities for families to act as advisors and decision makers relative to improving student and family outcomes and experiences. We will also leverage our PAC to increase the participation of all families in providing input to the school through surveys, focus groups, and other mechanisms.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The Panorama survey was administered to students, staff, and families between March and April of 2023. While the results are still preliminary and being analyzed by stakeholders, our initial data and learners are as follows:

In reviewing our student responses, our Upper School campus saw improvements in three areas: (1) Climate of Support for Academic Learning, (2) Safety, (3) Sense of Belonging. Our Lower School Campus saw improvements in two areas: (1) Growth Mindset, (2) Self-Efficacy. Areas of concern that require additional analysis and action planning are: Upper School: (1) Growth Mindset, (2) Social Awareness. Lower School (1) Student safety in the lower school, (2) Climate of Support for Academic Learning.

Teacher responses showed growth and progress in the areas of (1) Cultural Awareness and Action, (2) Feedback and Coaching, and (3) Resources for Student Support. Areas of concern for teachers include: (1) Educating all students, and (2) Teacher Efficacy.

Family surveys are still in progress at the time of writing this LCAP. Our deadline for administering this survey was extended several times. EBIA recognizes the need to better engage families in order to participate in this important data collection process.

The School Leadership will further disaggregate and use this data to identify a set of school wide priorities for school year 23-24.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

EBIA uses an array of data sources to track access, progress, and needs of English Language Learners, students with special needs, foster youth, and student sub-groups, including MAP, SBAC, LPAC, AP Scores, course enrollment, transcript reviews, and trimester pass-fail rates.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

EBIA provides access to AP and A-G classes. The school offers an annual course information night for students and their families. Students are provided support through advisory to ensure appropriate course selection. In our upper school, the Director of College and Career Readiness and the Administrative team conduct tri-annual transcript and grade reviews to ensure students are on track and identify students in need of support and/or credit recovery. At both upper and lower school, teachers provide office hours and Individualized learning Time (ILT) 2x's per week to provide students with additional support to master course content. English language learners are identified through the LPAC and provided with additional pull-out supports and services based on their EL classification. In our Lower School, grade level teams meet weekly to discuss student supports and to implement student success team (SST) processes and services. Summer Bridge classes are offered to students in grades 6-12 to support credit and/or skills recovery.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

In our Upper School campus, due in part to our rigorous course requirements which go above the California A-G requirements, we have found that students fall behind in graduation requirements when they fail a semester. EBIA recognizes the need to provide more robust pro-active and systematized supports to prevent students from failing classes. This may include the implementation of grade level teams that parallel the supports that exist at our lower school campus. In addition, EBIA recognizes the need for an improved approach to ensure credit recovery that will enable all students to meet graduation requirements.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

East Bay Innovation Academy - Finance Update

Section: IV. Finance and Development
Item: A. East Bay Innovation Academy - Finance Update
Purpose: Vote
Submitted by:
Related Material: EBIA FY24 Budget Presentation.pdf
EBIA MYP - 6.5.23.xlsm

East Bay Innovation Academy

Board Financial Update

BRYCE FLEMING & MIKE POCRNICH

JUNE 8, 2023



Contents



1. FY24 Final Budget for Approval

2023-24 Final Budget



MYP Forecast



Forecast reflects a stable fund balance of 25%-26%

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,563,169	6,384,109	7,076,707	7,345,017
	Federal Revenue	609,529	282,340	252,701	259,391
	Other State Revenues	1,552,216	1,601,039	1,180,764	1,134,343
	Local Revenues	504,829	505,881	505,964	505,996
	Fundraising and Grants	80,000	80,000	80,000	80,000
	Total Revenue	8,309,743	8,853,368	9,096,136	9,324,748
Expenses	Compensation and Benefits	5,462,363	6,375,721	6,476,017	6,692,622
	Books and Supplies	344,295	370,801	393,987	404,303
	Services and Other Operating	2,438,299	2,029,534	2,085,631	2,142,867
	Depreciation	-	-	-	-
	Other Outflows	-	-	-	-
	Total Expenses	8,244,956	8,776,056	8,955,635	9,239,792
	Operating Income	64,787	77,312	140,501	84,956
	Beginning Balance (Audited)	2,029,603	2,094,390	2,171,702	2,312,203
	Operating Income	64,787	77,312	140,501	84,956
	Ending Fund Balance (incl. Depreciation)	2,094,390	2,171,702	2,312,203	2,397,159
	Ending Fund Balance as % of Expenses	25.4%	24.7%	25.8%	25.9%

EBIA FY24 Preliminary Budget Assumptions

Student assumptions

Enrollment
/ADA

- Enrolled: 557
- ADA %: 95%
- ADA: 529

Demographics

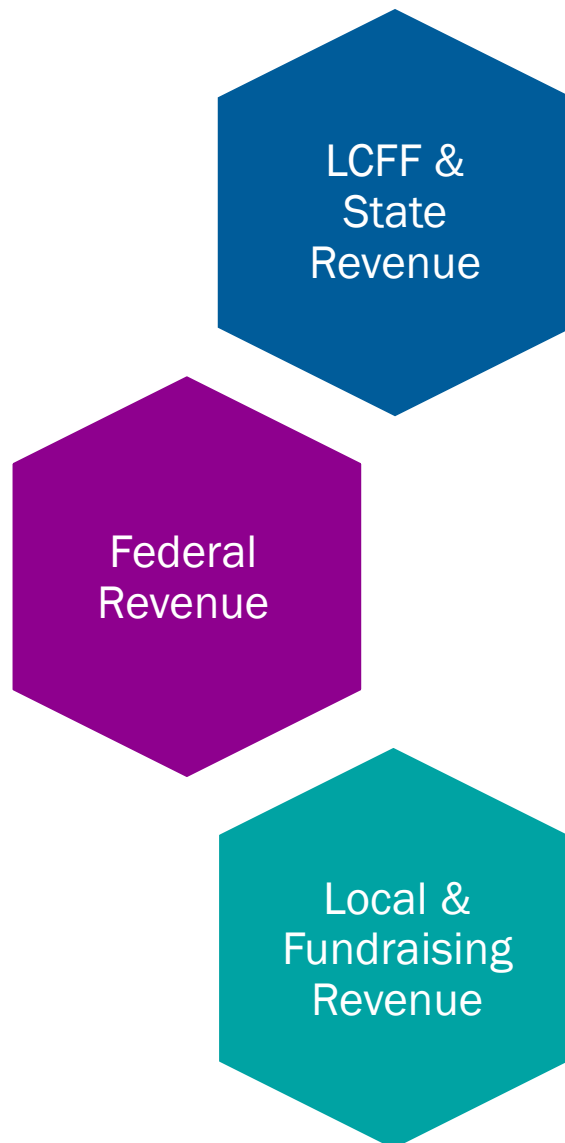
- Unduplicated: 201/36.02%
- FRL: 206/36.97%
- ELL: 51/9.10%

Year over
Year
Changes

- Enrollment: 30 additional students
- Unduplicated: No change from FY23 percentage
- FRL: No change from FY23 percentage
- ELL: No change from FY23 percentage

EBIA FY24 Preliminary Budget Assumptions

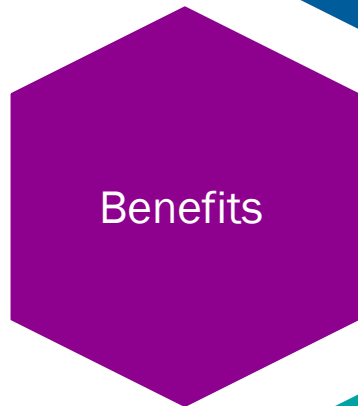
Revenue Assumptions



- LCFF COLA: 8.22%
- State one-time revenue: \$548k
 - Learning Recovery (\$94k)
 - Arts, Music, and Instruction (\$339k)
 - Educator Effectiveness (\$115k)
- Other state revenue consistent with FY23 levels
- Title consistent with FY23 levels
- ESSER one-time revenue exhausted in FY24
- Federal SPED consistent with FY23 levels
- NSLP revenue consistent with FY23 levels
- Measure N: \$350k
- Measure G1: \$64k
- Fundraising: \$80k

EBIA FY24 Preliminary Budget Assumptions

Expenditure Assumptions



- ETA Staff: 5%-7% salary increases
- Classified Staff: 3% salary increase
- Admin Staff: 1.5% salary increase
- Addition of retention bonus (4%), signing bonus, and dependent care stipend (total \$167k)
- Teacher FTE: 35
- Admin FTE: 6
- Support Staff FTE: 17.25
- Health insurance increase: 9%
- STRS rate unchanged
- COLA: 2%
- Increase in facility lease - \$38k
- Addition of credential support - \$30k
- Shift from contracted ED to salaried ED
- Other expenses forecast based on FY23 levels

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

EBIA MYP - 6.5.23.xlsm