



Local Control 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
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 2020-21 school year, East Bay Innovation Academy ("EBIA") served students in grades 6 – 12 with approximately 630 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: 110
Grade 7: 128
Grade 8: 123
Grade 9: 63
Grade 10: 76
Grade 11: 64
Grade 12: 66
Total Enrollment: 630

Percent of Total Enrollment by Student Group

Black or African American: 25%
American Indian or Alaska Native: 1%
Asian: 5.0%

Filipino: 0%
Hispanic or Latino: 36%
Native Hawaiian or Pacific Islander : 1%
White: 20%
Two or More Races: 12%

Socioeconomically Disadvantaged: 36%
English Learners: 8%
Students with Disabilities: 16%
Foster Youth: 0.0%

Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)

English Language Arts/Literacy

2016-17

EBIA: 58.0%
OUSD: 35%
State: 48%

2017-18

EBIA: 53%
OUSD: 36%
State: 50%

2018-19

EBIA: 56%
OUSD:34%
State:51%

Mathematics

2016-17

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%

*** 2019-20 data is unavailable due to Covid-19 pandemic.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. EBIA used local metrics to monitor student progress:

- School culture and climate: double digit growth reported by students on climate for learning, school safety, and sense of belonging
- Attendance: maintain high level of attendance (93% at upper and 95% at lower) and engagement throughout distance learning
- Graduation: Almost 100% of enrolled seniors received diploma
- Almost 90% of graduates UC/CSU eligible for both Class of 20 and Class of 21
- MAP assessments in SY 21 reflect continuity and growth in ELA and math from fall to winter.

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.

- CA School Dashboard: Class of 20 graduation rate (almost 70%) of first cohort reflect coding lags and attrition due to growing pains, CSU/UC-ready data missing (only one reported, although almost all graduates were UC/CSU-ready)
- English Learners still struggling to reach proficiency in ELA/math.
- Covid impact on learning for all students
- Suspension rate change from SY 19 to SY 20 suggesting a significant increase year over year
- Chronic absenteeism high for a number of student subgroups

LCAP Highlights

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

This LCAP captures EBIA's two main goals at this time: (1) continuing to improve our innovative educational model for middle and high students in Oakland and (2) mitigating the recent impact of Covid on our school and the broader community. Based on reflections and feedback from stakeholders, we want to further define our culture and climate, refine the implementation of project-based learning across all

grades, and build out college and career preparation at upper grades. As we return to in-person learning in fall of 2021, we plan to utilize pupil outcomes and engagement data collected from multiple sources and target resources to provide the necessary supports for all students to re-engage and accelerate their learning and growth. Finally, a universal theme from this round of engagements involved keeping aspects of what worked in a remote setting to augment and broaden in-person opportunities where appropriate (i.e., intersession, college counseling, job shadows, parent meetings, etc.); as we transition back to campus, we look forward to enriching our offerings with innovative strategies gained through distance learning.

Main highlights for SY 22-24 include:

- CTE/Linked Learning
- Increased college and academic counseling and support
- Mental health support
- Academic supports in core subjects
- Family engagement

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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

While specific LCAP sessions were scheduled with different stakeholders (board, staff, students, and families), this process is continuous and this document captures feedback from all stakeholders throughout the year. The WASC process and feedback from the Visiting Committee is incorporated, as well as discussions from professional development, staff meetings, student interviews, surveys and individual/group family meetings. It has also evolved as state guidance regarding budget (resources), public health, and program requirements changed. In May, stakeholders began reviewing drafts of the 21-24 LCAP and providing recommendations. EBIA held a public hearing on the LCAP at our board meetings on March 17th and May 19th 2021, and additional parent meetings on May 26 and 27.

A summary of the feedback provided by specific stakeholder groups.

Priorities for students and families included culture and climate, mental health, and Covid-safety. 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 additional outdoor space, additional student mental health resources, focused professional development, and revised master schedules that support sufficient preparation and collaboration.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on input from our various stakeholder engagement sessions, EBIA is planning a number of supplemental and integrated supports designed to expand learning opportunities for all students, and especially for students who faced adverse learning and social-emotional circumstances.

- 1) EBIA is expanding the distance learning hub on campus in the spring of FY 21.
- 2) EBIA is planning 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, supervised by certificated staff.
- 3) In SY 21-22, EBIA plans to hire specialists in literacy and math to design and implement data-driven interventions and skill recovery/acceleration across all grades. They will work closely with the leadership to configure schedules that enable timely and targeted interventions and work closely with teachers to refine instruction and assessment in a variety of settings.
- 4) To enable learning in small groups, EBIA plans to hire an additional instructional aide in SY 21-22.
- 5) EBIA plans to augment 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 22, Intersession will be geared toward college and career readiness, and academic/college counseling and support services will be expanded.

6) To extend individual inquiry and support that Office Hours provides, EBIA plans to explore and build upon tutoring support, both by peers and through third parties, in SY 21-22. Tutoring support will also be incorporated into the Lower School aftercare program. Blended learning platforms will be used to reinforce skills.

To support these activities, EBIA plans to enhance outdoor learning spaces where small groups and gatherings can occur.

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 learning to the extent possible (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				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
Academic growth by cohorts on local assessments in ELA	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.				Above average (>1 year) growth rate by cohort, year over year.
Graduation rate	70% 4-year cohort rate (19-20)				85% or higher 4 year cohort rate
A-G readiness	inaccurate data reported (19-20)				Over 90% of graduates complete A-G
Independent audit for compliance	No material findings				No material findings.
# of EL teacher mis-assignments	11 in 19-20				0
# of vacant teacher positions	0				0
% of students with access to standards-aligned instructional materials	100%				100%
DUAL enrollment	0				at least 2
CTE Pathway completion	N/A, pathway launch				100% completion
SBAC results in Math compared to district	N/A, Covid				exceeding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC results in English compared to district	N/A, Covid				exceeding
% of students receiving 3 or higher on AP exams	67%				70% or higher
% of graduates accepted into a 4-year college	75%				80% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance learning spaces and equipment needed to facilitate return to in-person learning	Add additional furniture and enhance wifi in all learning spaces. Purchase portable equipment and technology to facilitate teaching and learning.	\$55,000.00	No
2	Professional development support for teachers to clear credentialing process	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.	\$50,000.00	No
3	Curriculum	Core and blended curriculum	\$40,000.00	No
4	Assessment to track student progress	MAP, AP, SBAC, ELPAC	\$30,000.00	No
5	RTI	Literacy and math ntervention, skill building, credit recovery	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	College and career readiness	Refining systems, policies and procedures for course access, academic counseling, college counseling	\$210,000.00	No
7	Business Services	Audit and compliance support, data reporting (CALPADS) support	\$85,000.00	No
8	Covid-19 protocol	PPE, janitorial supplies and expenses	\$140,000.00	No
9	Expanded learning	Summer session, literacy specialist, math specialist, instructional aides, after school academic/tutoring support, mental health support	\$360,000.00	Yes
10	Qualified Instruction	Teacher Salaries, unrestricted	\$2,226,607.00	No
11	Instructional Support *	Student-facing, academic support	\$208,256.00	Yes
12	EL tutoring support		\$50,000.00	Yes
13	Assessment fees: free for unduplicated students		\$30,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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)				70% satisfaction with school climate, 15% decline in barriers to engagement
School culture and climate survey - students	climate of support for learning (70%), sense of belonging (50%)				75% report supportive climate, 70% report sense of belonging
School culture and climate survey - teachers	school climate positive (67%)				school climate 70% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.				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				Decrease high subgroup rates of suspension by 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dean of Students	Primary lead for defining school culture, designing norms, practices and implementing policies and procedures at each campus. Prepare SEL curriculum for advisory, plans assemblies, reinforces restorative justice practices. Coordinate DEI work.	\$200,000.00	No
2	Mental health services	Multi-tiered mental health support for students	\$150,000.00	No
3	Measure G1 culture and climate	Musical, assemblies, SEL activities	\$36,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	School wide survey	Panorama or other similar school climate surveys	\$5,000.00	No
5	Physical and mental health safety	Parent and student workshops, campaigns for safe in-person return	\$5,000.00	No
6	Specialized support	certificated staff	\$554,151.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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				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
Blended learning in ELA and math	Inconsistent integration of blended learning across grades and the school year				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				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				Facilitate at least three work-based learning opportunities, including one internship
Chromebooks	100% of students will have access to chromebooks 1:1 on campus				1:1 availability for all students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Project-based learning (PBL) Professional Development	Professional development for implementing PBL	\$3,000.00	No
2	Materials and supplies for PBL	Basic materials and supplies for PBL	\$5,000.00	No
3	Blended Learning Platforms and support	ELA/Math blended learning platforms - A3K, ALEKS with support and guidance	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	CTE instruction	Staffing and equipment	\$55,000.00	No
5	Work-based learning coordination	Nepris platform for career exploration, Pilot City for job shadows, internship opportunities for 11-12th graders (pending funding in years 2-3)	\$30,000.00	No
6	Chromebooks fleet procurement and support	Replace a portion of old fleet each year, configure, issue, maintain and troubleshoot the fleets.	\$100,000.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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				Full enrollment in grades 6-8 and increase enrollment in grades 9-12 to capacity.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Information System and School Messenger	Systems to track enrollment and attendance (PowerSchool), communication platform (School Messenger)	\$42,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Attendance outreach and SARB follow-up		\$35,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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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.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.25%	378593

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

After reviewing our Chronic absenteeism and Suspension Data, EBIA will focus on attendance outreach and SARB follow-up. While this is a school-wide action/service, our outreach will primarily focus on our unduplicated student population based on our 2019 data. 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. 5.2% Suspension Rates: 5% 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. During the pandemic, our teachers developed deeper relationships with our students and their families. We expect to continue this momentum and see positive impacts on chronic absenteeism and suspension rates

The work of our dean of students is also centered around decreasing Chronic Absenteeism and Suspension Rates. The dean is the primary lead for defining school culture, designing norms, practices and implementing policies and procedures at each campus. Prepare SEL curriculum for advisory, plans assemblies, reinforces restorative justice practices, and coordinating DEI work.

To 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, literacy specialist, math specialist, instructional aides, after school academic/tutoring support, mental health support, Literacy and math intervention, 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, and community events. EBIA has instructional supports dedicated to EL students and devices available to students receiving free/reduced lunch.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,485,363.00	\$914,151.00	\$154,000.00	\$432,000.00	\$4,985,514.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,244,014.00	\$741,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Enhance learning spaces and equipment needed to facilitate return to in-person learning	\$25,000.00			\$30,000.00	\$55,000.00
1	2	All	Professional development support for teachers to clear credentialing process	\$38,000.00			\$12,000.00	\$50,000.00
1	3	All	Curriculum	\$40,000.00				\$40,000.00
1	4	All	Assessment to track student progress	\$30,000.00				\$30,000.00
1	5	English Learners Foster Youth Low Income	RTI	\$50,000.00			\$150,000.00	\$200,000.00
1	6	All	College and career readiness	\$180,000.00		\$30,000.00		\$210,000.00
1	7	All	Business Services	\$85,000.00				\$85,000.00
1	8	All	Covid-19 protocol	\$140,000.00				\$140,000.00
1	9	English Learners Foster Youth Low Income	Expanded learning		\$360,000.00			\$360,000.00
1	10	All	Qualified Instruction	\$2,226,607.00				\$2,226,607.00
1	11	English Learners Foster Youth Low Income	Instructional Support *	\$208,256.00				\$208,256.00
1	12	English Learners	EL tutoring support	\$50,000.00				\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	Assessment fees: free for unduplicated students	\$30,000.00				\$30,000.00
2	1	All	Dean of Students	\$200,000.00				\$200,000.00
2	2	All	Mental health services				\$150,000.00	\$150,000.00
2	3	All	Measure G1 culture and climate			\$36,000.00		\$36,000.00
2	4	All	School wide survey			\$5,000.00		\$5,000.00
2	5	All	Physical and mental health safety				\$5,000.00	\$5,000.00
2	6	Students with Disabilities	Specialized support		\$554,151.00			\$554,151.00
3	1	All	Project-based learning (PBL) Professional Development	\$3,000.00				\$3,000.00
3	2	All	Materials and supplies for PBL	\$5,000.00				\$5,000.00
3	3	English Learners Foster Youth Low Income	Blended Learning Platforms and support	\$30,000.00			\$50,000.00	\$80,000.00
3	4	All	CTE instruction			\$55,000.00		\$55,000.00
3	5	All	Work-based learning coordination	\$2,000.00		\$28,000.00		\$30,000.00
3	6	All	Chromebooks fleet procurement and support	\$100,000.00				\$100,000.00
4	1	All	School Information System and School Messenger	\$42,500.00				\$42,500.00
4	2	English Learners Foster Youth Low Income	Attendance outreach and SARB follow-up				\$35,000.00	\$35,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$368,256.00	\$963,256.00
LEA-wide Total:	\$30,000.00	\$475,000.00
Limited Total:	\$288,256.00	\$288,256.00
Schoolwide Total:	\$50,000.00	\$200,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	RTI	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$200,000.00
1	9	Expanded learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$360,000.00
1	11	Instructional Support *	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$208,256.00	\$208,256.00
1	12	EL tutoring support	Limited to Unduplicated Student Group(s)	English Learners		\$50,000.00	\$50,000.00
1	13	Assessment fees: free for unduplicated students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
3	3	Blended Learning Platforms and support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$80,000.00
4	2	Attendance outreach and SARB follow-up	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$35,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.



Academic Update February 2021



MAP Achievement Norms by grade

2020 Reading Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	201.16	16.36	209.12	15.88	216.36	16.37
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.15	15.15	214.76	15.86	218.75	16.76
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

EBIA students in relation to NWEA norms: Grades 6-8

MAP MATH Score Range	6	7	8	TOTAL TESTED
Total Students	67	85	94	246
< 200	14%	7%	4%	
200-209	21%	11%	2%	
210-219	32%	21%	12%	
220-230	29%	33%	20%	
> 230	6%	29%	65%	
NWEA 50th percentile or higher	> 220 = 30%	> 224 = 45%	> 228 = 65%	

MAP READING Score Range	6	7	8	TOTAL TESTED
Total Students	76	92	87	255
< 200	22%	11%	5%	
200-209	14%	19%	7%	
210-219	24%	19%	23%	
220-230	22%	29%	22%	
> 230	17%	25%	44%	
NWEA 50th percentile or higher	> 213 = 59%	> 217 = 57%	> 220 = 63%	

EBIA students mapped to standards*: grades 6-8

MATH MAP Alignment with SBAC										
Grade	Met or Exceeded		Not Met	%	Nearly Met	%	Met	%	Exceeded	%
6	13%		100-213	49%	214-226	37%	227-236	10%	237-250	3%
7	28%		100-218	34%	219-232	38%	233-243	18%	244-350	11%
8	45%		100-225	31%	226-239	24%	240-249	29%	250-350	16%

READING Alignment with SBAC										
Grade	Met or Exceeded		Not Met	%	Nearly Met	%	Met	%	Exceeded	%
6	50%		100-203	25%	204-216	25%	217-229	30%	230-250	20%
7	51%		100-207	22%	208-220	27%	221-233	37%	234-250	14%
8	60%		100-210	14%	211-223	26%	224-237	31%	238-250	29%

* Based on 2017 NWEA mapping study

Did students below or approaching grade level exhibit growth since fall?

MATH: yes

Grade	Average Growth in RIT (fall to winter)
6	1.82
7	4.69
8	4.7
Total	3.73

READING: no

Grade	Average Growth in RIT (fall to winter)
6	-2.7
7	-2.6
8	-2.6
Total	-2.6

Grades 6-8 by demographic detail

MATH	Total Tested	Total On/Above Grade Level	Not Met	% of subgroup	Nearly Met	% of subgroup	Met	% of subgroup	Exceeded	% of subgroup
Am Indian/ Alaska Native	1	0%	0	0%	1	100%	0	0%	0	0%
Asian	12	42%	5	42%	2	17%	2	17%	3	25%
Black or African American	60	20%	34	57%	14	23%	8	13%	4	7%
Hispanic	101	24%	36	36%	41	41%	16	16%	8	8%
Two or More Races	23	35%	7	30%	8	35%	4	17%	4	17%
White	46	54%	9	20%	12	26%	18	39%	7	15%

READING	Total Tested	Total On/Above Grade Level	Not Met	% of subgroup	Nearly Met	% of subgroup	Met	% of subgroup	Exceeded	% of subgroup
Am Indian/ Alaska Native	1	100%	0	0%	0	0%	1	100%	0	0%
Asian	18	39%	2	11%	9	50%	1	6%	6	33%
Black or African American	70	39%	20	29%	23	33%	18	26%	9	13%
Hispanic	103	48%	24	23%	30	29%	36	35%	13	13%
Two or More Races	19	74%	3	16%	2	11%	9	47%	5	26%
White	45	80%	3	7%	6	13%	18	40%	18	40%

EBIA students in relation to NWEA norms and 8th grade mapping: grades 9-12

MAP MATH Average Score Range	9	10	11	12
Total Students	54	64	54	49
<209	10%	10%	9%	4%
210-219	11%	6%	9%	4%
220-229	20%	17%	15%	14%
230-240	24%	20%	20%	12%
> 240	35%	48%	48%	65%
NWEA 50th percentile or higher	60%	63%	57%	76%
8th grade level and above	35%	48%	48%	65%

EBIA students in relation to NWEA norms and 8th grade mapping: grades 9-12

MAP READING Average Score Range	9	10	11	12
Total Students	50	60	51	49
<209	8%	17%	20%	10%
210-219	20%	17%	12%	12%
220-230	38%	23%	16%	16%
230-240	22%	22%	20%	37%
> 240	12%	25%	35%	24%
NWEA 50th percentile or higher	77%	66%	59%	78%
8th grade level and above	34%	47%	55%	61%

Similar fall-to-winter growth pattern in grades 9-12

MATH Fall to Winter growth		9	10	11	12
Negative Growth	< 0	37%	27%	28%	20%
0-2 RIT score	0-2	9%	13%	17%	10%
3-6 RIT score	3-6	11%	16%	13%	12%
>6 RIT score	> 6	41%	34%	43%	41%

READING Fall to Winter growth		9	10	11	12
Negative Growth	< 0	60%	65%	69%	59%
0-2 RIT score	0-2	8%	5%	10%	4%
3-6 RIT score	3-6	12%	12%	14%	2%
>6 RIT score	> 6	20%	10%	6%	18%

Grades 9-12 by demographic detail

MATH	Below 8th	8th grade and above	Total Students
Am Indian/ Alaska Native	100%	0%	1
Asian	47%	53%	15
Black or African American	76%	24%	41
Hispanic	62%	38%	73
Native Hawaiian	67%	33%	3
Two or more races	41%	59%	32
White	25%	75%	56

READING	Below 8th	8th grade and above	Total Students
Am Indian/ Alaska Native	100%	0%	1
Asian	53%	47%	15
Black or African American	67%	33%	33
Hispanic	72%	28%	71
Native Hawaiian	0%	100%	1
Two or more races	42%	58%	31
White	21%	79%	58