Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Michelle Cho Executive Director	michelle.cho@eastbayia.org 510-577-9557

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of average daily attendance rate **19-20** 95% ADA **Baseline** 95% ADA	95.7% ADA
Metric/Indicator Average Teacher Rating will be "Effective" as defined by the CBA **19-20** Average Teacher Rating will be "Effective" as defined by the CBA **Baseline** Average Teacher Rating will be "Effective" as defined by the CBA	Average Teacher Rating is higher than "Effective" as defined by the CBA
Metric/Indicator % of guardian or parents who demonstrate satisfaction with school on the annual school wide survey. **19-20** 85% of guardian or parents who demonstrate satisfaction with school on the annual school wide survey. **Baseline**	School climate: 67% of guaradian or parents responded that the school is a good fit for their child. (panorama)

Expected	Actual
80% of guardian or parents who demonstrate satisfaction with school on the annual school wide survey.	
Metric/Indicator % of students demonstrate satisfaction with the school on the annual school wide survey **19-20** 90% of students demonstrate satisfaction with the school on the annual school wide survey. **Baseline** 72% of students demonstrate satisfaction with the school on the annual school wide survey.	School climate: 70% of students responded favorable climate of support for academic learning. (panorama)
Metric/Indicator Color of the Chronic Absentee Indicator on the California Dashboard for all significant subgroups **19-20** "Yellow" or higher for each all significant sub groups of students **Baseline** .	N/A (Covid)
Metric/Indicator % of High School Drop out rate **19-20** 0% **Baseline** 1.8%	4 students for class of 2020 4-year cohort
Metric/Indicator % of Middle school drop out rate **19-20** 0% **Baseline** 0%	0%

Expected	Actual
Metric/Indicator Color of the Suspension Indicator on the California Dashboard for all significant subgroups **19-20** "Yellow" or higher for all significant student subgroups **Baseline** "Orange" for Overall performance "Orange" for Two or more races, white, African American, Hispanic, Students with Disabilities, Socioeconomically disadvantaged.	N/A (Covid)
Metric/Indicator Teacher: SCAI survey score **19-20** Average overall score of 3 or above on SCAI survey please **Baseline** Baseline in 2019-20	N/A Discontinued
Metric/Indicator % of completion rate of survey for each stakeholder group (Parent, student, teacher) **19-20** 75%: Student Completion Rate 75%: Teacher Completion Rate 33%: Parent completion Rate **Baseline** 71%-76%: Student Completion Rate 73%-79%: Teacher Completion Rate 24%: Parent completion Rate	81% student completion rate 85% teacher completion rate 25% parent completion rate

Expected	Actual
Metric/Indicator Parent: SCAI survey score **19-20** Average overall score of 3 or above on SCAI survey please **Baseline** Baseline in 2019-20	N/A Discontinued
Metric/Indicator Student: SCAI survey score **19-20** Average overall score of 3 or above on SCAI survey please **Baseline** Baseline in 2019-20	N/A Discontinued
Metric/Indicator condition of facility that LEA have control over and manage **19-20** facility is deemed in "Good" condition -specifically the elements the LEA has control over and manages **Baseline** facility is deemed in "Good" condition -specifically the elements the LEA has control over and manages	"Good" condition (SARC)
Metric/Indicator % of students exhibiting two culminating projects by the end of the school year. **19-20**	100% of students completed 2 or more culminating projects in 19-20

Expected	Actual
100% **Baseline** 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire FTE counselor who is responsible for our academic and emotional counseling, incorporating Restorative Justice	FTE Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 70000	FTE Counselor 1000-1999: Certificated Personnel Salaries Federal Funds 86000
Surveys Conduct annoymous surveys of teachers, students, and parents/gaurdians. Translate surveys for all language represented in our community. Create incentives for community to complete surveys to increase particiation Review and analyze responses. Address urgent items. Share results in various stakeholder groups to identify needs and trends.	Costs included in Goal 2, Action 4 LCFF Base 5000	Panorama Surveys LCFF Base 4375
hire consultant to intergrate Linked Learning into our programs. Specifically looking for a consultant with the knowledge to implement into a small school setting	Cost included in Goal 3 Locally Defined 0	Locally Defined 10000
Hire a Dean of Students for student behavior, staff professional development and systems oversight. The Dean will primarily work with our unduplicated students and providing supoort to our staff around the additiional trainings we need for supplemental supports.	Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 92000	Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 100683

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop attendance plan for any student dropping below 90% ADA	cost included in Goal 2, part of Data and Community Engagement Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 20000	part of data and Community Engagement Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 20000
Social emotional learning curriculum, educational technology platform and advisor professional development on curriculum for use in advisory.	High Resolves curriculum and PD, Measure G1 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 15000	High Resolves curriculum and PD 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 15000
Safe and Clean Facilities: Supervision of custodial and maintenance staff Regular safety reporting and revising of Safety Plan as appropriate Regular walk-throughs and safety inspections and site inspections Finger printing for all volunteers Hire Facilities/Tech Manager	5515: Janitorial, Gardenging Services, and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base 80,784 5826: finger printing 5000-5999: Services And Other Operating Expenditures LCFF Base 3,551 5615: Building repairs and Maintainance 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 10200 % of Facility/Tech Manager's salary 2000-2999: Classified Personnel Salaries LCFF Base 33500	5515: Janitorial, Gardening Services and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base 111050 5836: finger printing 5000-5999: Services And Other Operating Expenditures LCFF Base 1770 5615: Buildings repair and maintenance 5000-5999: Services And Other Operating Expenditures LCFF Base 4767 % of Facility/Tech manager's salary 2000-2999: Classified Personnel Salaries LCFF Base 38697
Leadership and extracurricular opportunities for students: Internships Drumline Ultimate frisbee Financial Literacy Peer Tutoring	Teacher stipends for advising student groups 1000-1999: Certificated Personnel Salaries LCFF Base 15000	Teacher stipends for advising student groups 1000-1999: Certificated Personnel Salaries LCFF Base 15000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Magic the Gathering Yearbook Student Government		
Community Partnerships: % salary of Enrichment Coordinator	% salary of Enrichment Coordinator 2000-2999: Classified Personnel Salaries LCFF Base 30000	% salary of Enrichment Coordinator 2000-2999: Classified Personnel Salaries LCFF Base 30000
Intersession	5810 - Intersession 5000-5999: Services And Other Operating Expenditures LCFF Base 68,860	5810-Intersession 5000-5999: Services And Other Operating Expenditures LCFF Base 49594
Non-academic supports for students: Advisory Interships Afterschool programs	4352: Quest After school 4000-4999: Books And Supplies LCFF Base 10200 Other costs included in Goal 2, Action 4 0	4352 Quest After School 4000-4999: Books And Supplies LCFF Base 4794

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were not used according to Actions/Services were used to cover exceeded budgets or diverted to support the abrupt distance learning in March 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Intentional staffing of counselor, the deans, and the enrichment coordinator were a great step towards cementing a culture and climate that enables our diverse student population to connect meaningfully with each other and engage in academic growth. But with turnover in key roles, we will need to prioritize documenting and systemizing the tools to carry forward into the future years. We have also come a long way in deepening our collective and individual understanding of project-based learning. While the elements and structure to facilitate PBL is in place, we hope to make the PBL teaching and learning more robust in coming years. Our current take on PBL reflects a multi-year process in realizing the PBL vision.

Goal 2

To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students will have access to standard aligned curriculum **19-20** 100% of students will have access to standard aligned curriculum **Baseline** 100% of students will have access to standard aligned curriculum	100%
Metric/Indicator # of vacant teacher positions **19-20** 0 vacant teacher positions **Baseline** 0 vacant teacher positions	2 teacher position vacancies (middle science, upper math)
Metric/Indicator % of teachers appropriately assigned in core courses **19-20** 100% of teachers appropriately assigned in core courses **Baseline** 100% of teachers appropriately assigned in core courses	100% of teachers appropriately assigned in core courses

Expected	Actual
Metric/Indicator % of students on track to meet the A-G requirements upon graduation **19-20** 100% of students on track to meet the A-G requirements upon graduation **Baseline** 100% of students on track to meet the A-G requirements upon graduation	91% on track to meet A-G requirements upon graduation
Metric/Indicator % of EL students that reclassified each year **19-20** 20% of EL students reclassify each year **Baseline** Baseline 2019-20	0% - no summative ELPAC
Metric/Indicator % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) **19-20** 5% growth year over year **Baseline** baseline 2019-20	N/A
Metric/Indicator % of students scoring 3 or higher on AP courses **19-20** 5% growth year over year **Baseline** 49%	67%
Metric/Indicator	N/A

Expected	Actual
Color of the Performance Indicator on California Dashboard for ELA for overall performance and each significant subgroup **19-20** Overall = "Yellow", EL = "Orange" SWD = "Orange" African American = "Yellow" Hispanic = "Yellow" SED = "Yellow" Two or More Races = "Green" White = "Green" **Baseline** Overall = "Yellow", 1.7 points above standard, but declined 17.2 points EL = "Red" SWD = "Red" African American = "Orange" Hispanic = "Orange" SED = "Orange" Two or More Races = "Green" White = "Green"	
Metric/Indicator Color of the Performance Indicator on the California Dashboard for Math for overall performance and each significant subgroup **19-20** Overall = "Yellow", EL = "Yellow" SWD = "Orange" African American = "Yellow" Hispanic = "Yellow" SED = "Yellow"	N/A

Expected	Actual
Two or More Races = "Yellow" White = "Blue" **Baseline** Overall = "Yellow", 15.5 points below standard, maintained -2.4 points EL = "Yellow" SWD = "Red" African American = "Orange" Hispanic = "Orange" SED = "Yellow" Two or More Races	
Metric/Indicator % of students that demonstrate proficiency or at least one year of growth in math, science, history and ELA on NWEA - MAP **19-20** 3% increase **Baseline** 73% for Math 80% for English	growth varying by grade (not meeting baseline for 6th and 9th)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
EL Student Supports: Director of School Services will conduct an audit of EL supports and services to identify any gaps.	Director of School Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $47585	Director of Student Support Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 61067

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Evaluate the success and difficulties of EL students to identify any patterns with specific courses or instructors. All teachers of EL and RFEP will be appropriately certificated in ADAIE and ELD instructional strategies (CLAD certification). They will also receive ongoing PD and have access to the latest research on instructional strategies for ELD students. Apply benchmark testing, NWEA MAP, three times a year to monitor progress and individualize support. Instructional aides	Title I: Director of School Services 1000-1999: Certificated Personnel Salaries Title I 47415 Costs included in Action 4 0	Title I: Director of Student Support Services 1000-1999: Certificated Personnel Salaries Title I 26171
Student with Disability supports: Discuss SPED strategies with core teachers to identify any area of PD needed Through regular grade level meetings, teacher led, and administration meetings, staff will review progress for IEP students and coordinate services through our Director of Student Services Performance Indicator Review (PIR) process Disporportionality technical assistance. Program/technical supports by the SELPA Participation in the SELPA Professional learning offerings Instructional Aide	Sped ERMHS 5800: Professional/Consulting Services And Operating Expenditures Special Education 377,347 SPED Fed. Also salaries and benefits. 5000-5999: Services And Other Operating Expenditures Special Education 324,102 SPED State. Also salaries and benefits. 5000-5999: Services And Other Operating Expenditures Special Education 607,122	Sped ERMHS 5800: Professional/Consulting Services And Operating Expenditures Special Education 326137 SPED Fed 2000-2999: Classified Personnel Salaries Special Education 75203 SPED state 1000-1999: Certificated Personnel Salaries Special Education 613634

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teacher Tools to increase student outcomes: Provide adaptive curriculum for ELA: Achieve 3000 Provide adaptive curriculum for Math: College Prepartory Math (CPM) NWEA MAP behchmark assessments, administered three times a year SBAC interim assessments Summer school offerings for credit recovery Newslea - science Kahn Academy - Math supplemental support	4100: Approved Textbooks and Core Curricula Materials 4000-4999: Books And Supplies LCFF Base 15650 4200: Books and other Reference Materials 4000-4999: Books And Supplies LCFF Base 3040 4300: Materials and Supplies 4000-4999: Books And Supplies LCFF Base 19156 4320: Educational Software 4000-4999: Books And Supplies LCFF Base 50000	4100: Approved Textbooks and Core Curricula 4000-4999: Books And Supplies LCFF Base 5218 4200: Books and other References Materials 4000-4999: Books And Supplies LCFF Base 303 4300: Materials and Supplies 4000-4999: Books And Supplies LCFF Base 10158 4320: Educational Software 4000-4999: Books And Supplies LCFF Base 53364
Teacher and Staff Development and Support: Retain and hire appropriately credentialed and qulalifified teachers Conduct quarterly audits of teacher credentials to ensure compliancce and track credentials nearing expiration Professional Development for teachers BTSA Restorative Justice practices EL strategies Linked Learning CCSS training	1100: Teacher Salaries, unrestricted 1000-1999: Certificated Personnel Salaries LCFF Base 2,036,439 Title II services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Title II 7,124 1300 Certificated Supervisor and Admin 1000-1999: Certificated Personnel Salaries LCFF Base 180,600	1100: Teacher Salaries, unrestricted 1000-1999: Certificated Personnel Salaries LCFF Base 1994643 Title II services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Title II 10550 1300 Certificated Supervisor and Admin 1000-1999: Certificated Personnel Salaries LCFF Base 297469

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
NGSS training MTSS Differentiated learning and Project-Based learning SELPA training Walkthroughs and class observations to provide feedback AP training High Resolves Train all staff and students on design thinking principles and incorporate those principles in all phases of work The administration makes time for teachers and administroators to: Collecitvely review student achievement data broken into subgroups Develop curriculum and assessments Discuss individual students Discuss any concerns Teachers are also supported by Director of student services, Dean of students, counselors. Director of College Readiness, and instructional aides	1311: Site Admin 1000-1999: Certificated Personnel Salaries LCFF Base 493,962 5863: Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 7,124 5863: Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 13276.00 5884: Substitutes 1000-1999: Certificated Personnel Salaries LCFF Base 30,000 5875: Staff recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 7640	1311: Site Admin 1000-1999: Certificated Personnel Salaries LCFF Base 619768 5863 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 10550 5884: Substitutes 1000-1999: Certificated Personnel Salaries LCFF Base 53791 5875: Staff recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2360
Continue to offer AP courses and develop additional AP offerings through AP training courses	Included in Action 4 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0	Included in Action 4 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0
Technology Provide each teacher with a laptop, software, and IT support Student computer ratio is 1:1 Update and maintain technology resources availabe in each classrom	4200: Computers 5000-5999: Services And Other Operating Expenditures LCFF Base 107,200 5616: Reparis and Maintenance - computers 5000-5999: Services And Other Operating Expenditures LCFF Base 10,200	4200 Computers 4000-4999: Books And Supplies LCFF Base 32530 5616: Repairs and maintenance - computers 5000-5999: Services And Other Operating Expenditures LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain software installation for adaptive curriculum and supplemental programs Hapara - Teachers and Advisors use Hapara to remotely monitor and control what students do with their Chromebooks during the day – the websites they visit, etc.	5887:Technology Services 5000-5999: Services And Other Operating Expenditures LCFF Base 45000	5887: Technology Services 5000-5999: Services And Other Operating Expenditures LCFF Base 34630
Pay student AP fees, SAT fees, and other cost for student who qualify for FRL	Test Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 15000	Test Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 38569

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Computers were purchased early summer, thereby included in PY. Other funds unallocated were used to cover exceeded budgets, such as test fees (AP exams), substitutes, and switch to distance learning in March.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest challenge is the lack of qualified credentialed teachers applying to positions to teach in these key areas.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                   Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students will be able to describe the principles of design thinking and how they've applied those principles to their work. **19-20** 90% able to quantify until end of school year the % of students able to describe the principles of design thinking and how they've applied those principles to their work. **Baseline** 67% able to quantify until end of school year the % of students able to describe the principles of design thinking and how they've applied those principles to their work.	N/A
Metric/Indicator % of parents with access to our communication platform - School Messenger **19-20** 100% of parents with access to our communication platform - School Messenger **Baseline** 100% of parents with access to our communication platform - School Messenger	98%
Metric/Indicator	100% completed 2 or more projects in 19-20

Expected	Actual
All students will exhibit two culminating projects by the end of the school year. **19-20** All students will exhibit two culminating projects by the end of the school year. **Baseline** By the end of the school year, students will have exhibited at least two culminating projects.	
Metric/Indicator 85% of students will successfully complete Personalized Learning Plan. **19-20** 85% of students will successfully complete Personalized Learning Plan. **Baseline** 70% of students will successfully complete Personalized Learning Plan.	~85% completed at least one PLP
Metric/Indicator % of participation in open house nights - Use attendance sheets at BTSN **19-20** 50% **Baseline** .New Metric, no baseline yet	N/A
Metric/Indicator % of written communications will include translations **19-20** 100% of written communications will include translations **Baseline** 100% of written communications will include translations	100% of SchoolMessenger communications are translated
Metric/Indicator	100%

Expected	Actual
% of students with access to A-G courses **19-20** 100% of students with access to A-G courses **Baseline** 100% of students with access to A-G courses	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Tools to communicate with Parents/Guardians (All communication are available in Spanish) School messenger (phone) Illuminate (SIS system) EBIA newsletter ECHO Website Social Media Google Sheets to coordinate carpooling Sign-up Genius	5851: Marketing and Student Recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 1804 5881: Student Information Systems 5000-5999: Services And Other Operating Expenditures LCFF Base 35000 5900: Communications 5900: Communications LCFF Base 30000	5851 Marketing and Student Recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2380 5881 Student Information Systems 5000-5999: Services And Other Operating Expenditures LCFF Base 28873 5900: Communications 5900: Communications LCFF Base 25966
Engaging and Consulting with Parents/Guardians: Open House	Costs Included in Gaol 2, Action 40	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent-teacher conferences Parent surverys Welcoming front office Teachers and administrators have open door policies Volunteer opportunities School Site Council		
Students will collaborate, manage change and take ownership of their learning experiences with the support of college and career readiness coaching and program supervision.	College Readiness Director 5000-5999: Services And Other Operating Expenditures LCFF Base 97850 Linked Learning Consultant 5000-5999: Services And Other Operating Expenditures Locally Defined 15300	College Readiness Director 5000-5999: Services And Other Operating Expenditures LCFF Base 107376 Linked Learning Consultant 5000-5999: Services And Other Operating Expenditures Locally Defined 10000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds unused were re-allocated to support exceeded budgets or to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

With limited resources, it is challenging to realize the full vision of Project-based learning, PLPs, and other offerings that set EBIA apart. Resources are also limited for promoting these unique offerings to the broader Oakland community.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Assistant for Miiddle School math support	25000	25000	Yes
Instructional Assistant for Middle School literacy support	25000	25000	Yes
Instructional Assistant for Upper School envrionmental and wellness support	40000	40000	Yes
Mental health support (both in-person and distance learning)	30000	30000	Yes
Intensive Intersession	35000	32000	No
PPE (mask, hand sanitizer)	15000	10000	Yes
Social distancing signage and other hygiene reminders	2000	2000	No
Extra janitorial support	30000	30000	Yes
Facility improvements	35000	89000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Facility improvements including hepa filters, outdoor stage/seating/tables expenditures greatly exceeded original plans.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Echo (LMS)	12,500	12500	No
NWEA, student assessments	7800	7800	No
A3K/EmpowerK	17000	16375	No
APEX licenses	7500	11700	Yes
Padlet	1200	1199.20	Yes
EdPuzzle	1140	1140	No
Mosamack	450	450	No
ALEKS	14000	13500	No
CPM	5758	6517	Yes
APEX tutorials	360	360	No
Document Camera	1400	1400	Yes
Internet stipends for teachers $25/month	15000	15000	No
PCs	30000	15000	No
Chromebooks - students	40000	60000	Yes
IT support services	52000	54956	Yes
Mental health support (both in person and distance learning)			
Instructional support ela/math (both in-person and distance learning)			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We purchased more chromebooks than PCs, and additional CPM and ALEKS licenses.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

EBIA was able to continue without missing a single day of instruction for students and staff, through the pandemic. Chromebooks were available for loan to all students who needed one, and hotspots were distributed to almost all families requesting them. We saw very robust pupil participation especially at the beginning of the SY 21, and while majority of students embraced and excelled in distance learning, some students were unable to engage or stay engaged as the SY 21 progressed. Through spring and fall, staff received timely technical support and professional development from leadership as well as one another, and IT support. Operations team's roles and responsibilities evolved to meet the needs of distance learning to include outreach and tech support, but the D42 team largely continued to meet the nees of pupils with unique needs through the virtual format.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA MAPS assessment (also included in distance learning)	7800	7800	No
Chromebooks	40000	40000	Yes
MS Math Support (also included in in person support)	25000	25000	Yes
MS Literacy Support (also included in person support)	25000	25000	Yes
US environmental and well-being support (also included in person support)	40000	40000	Yes
Intersession Intensive (also included in in-person support)	35000	32000	
A3K/Empower3K (also included in distance learning)	17000	16375	No
APEX (also included in distance learning)	7500	11700	Yes
ALEKS (also included in distance learning)	14000	13500	No
CPM (also included in distance learning)	5758	6517	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Through these supports, EBIA was somewhat successful in mitigating learning loss for students. As the pandemic continued throughout SY 21, however, a number of students experienced stresses that disrupted their learning and for a few, resulted in further dis-engagement. Through additional supports mid-year, EBIA continued to support students re-engage and recover skills and credit

through the distance learning hub and new systems connect with teachers to get back on track, including modified schedule, demonstration of mastery, and flexible office hours. EBIA also engaged with specific outreach support for students who were significantly deficient in credit, involving family meetings and home visits. The outreach was effective in communicating options, hope and support systems for students to re-engage and continue with education.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Monitoring mental health through Zoom is not very successful, but the relationships our staff foster with students, and the relationships students have with one another were critical this year in supporting mental health and social/emotional well-being of our students. The extra systems of outreach also helped the team understand family dynamics and well-being through this time. But even when we received information, service delivery was challenged by the public health protocols limiting gatherings and our inability to affect attendance in remote setting. As such, we opened up the distance learning hub in fall and mental health was one of the criterias for invitation to the hub. In spring, we prioritized mental health and social/emotional well-being in our re-opening. We started with advisory and community building, and progressed to academics. The feedback on re-opening suggests that in-person opportunities, even when limited, contributed significantly to social and emotional well-being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and family engagement outreach efforts were augmented this year, through every medium all the way to home visits. Advisors/teachers/admin, as well as an outreach team including our ops team and the deans, contacted families via email/phone/in-person. These efforts were somewhat successful at times, but at other times, we had difficulty reaching students and/or families. Some had re-located, and others experiencing trauma were not as receptive to our outreach. Regardless, EBIA plans to continue the efforts to reach all students and families through end of year and summer.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

EBIA distributed food to a small cohort of families picking up food on a regular basis. We provided nutrition to students in the hub and when we re-opened, to students attending on-campus activities. Next year we plan to resume lunch service daily to all students qualifying for free/reduced lunch and to students purchasing lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The biggest lesson we learned is the importance of physical and social/emotional well-being as a necessary condition for academic growth. We plan to prioritize mental health/social and emotional supports as we re-enter campus as well, with additional resources allocated for that purpose. We also saw higher engagement in smaller groups and are trying to apply that to future years in core subjects.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess student progress (MAP, SBAC) as we have through the pandemic, and the supports as well as system accomodations will continue for the time being. Our vision to seize the opportunities with additional funding to equip our students to accelerate and expand their learning to the greatest extent possible.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

N/A

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A review and reflection of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan led us to invest further on strategies that were observed to be effective. In particular, we want to continue with small group interventions and family outreach. We also observed benefits from certain practices adopted in distance learning (i.e., remote sessions for college planning), which will be incorporated in future year programs. We will also take student outcomes into account.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	5,079,031.00	4,932,440.00
	0.00	0.00
Federal Funds	0.00	86,000.00
LCFF Base	3,453,912.00	3,548,876.00
LCFF Supplemental and Concentration	224,585.00	200,319.00
Locally Defined	30,300.00	35,000.00
Special Education	1,308,571.00	1,014,974.00
Title I	47,415.00	26,171.00
Title II	14,248.00	21,100.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,079,031.00	4,932,440.00
	5,000.00	14,375.00
1000-1999: Certificated Personnel Salaries	3,013,001.00	3,868,226.00
2000-2999: Classified Personnel Salaries	83,500.00	163,900.00
4000-4999: Books And Supplies	98,046.00	106,367.00
5000-5999: Services And Other Operating Expenditures	1,402,093.00	358,610.00
5800: Professional/Consulting Services And Operating Expenditures	447,391.00	394,996.00
5900: Communications	30,000.00	25,966.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	5,079,031.00	4,932,440.00
		0.00	0.00
	LCFF Base	5,000.00	4,375.00
	Locally Defined	0.00	10,000.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	86,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,756,001.00	2,980,671.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	209,585.00	161,750.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	613,634.00
1000-1999: Certificated Personnel Salaries	Title I	47,415.00	26,171.00
2000-2999: Classified Personnel Salaries	LCFF Base	83,500.00	88,697.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	75,203.00
4000-4999: Books And Supplies	LCFF Base	98,046.00	106,367.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	448,445.00	338,060.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	15,300.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Special Education	931,224.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	7,124.00	10,550.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	32,920.00	4,740.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	15,000.00	38,569.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	15,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	377,347.00	326,137.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	7,124.00	10,550.00
5900: Communications	LCFF Base	30,000.00	25,966.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	454,095.00	491,730.00
Goal 2	4,444,982.00	4,266,115.00
Goal 3	179,954.00	174,595.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$237,000.00	$283,000.00
Distance Learning Program	$206,108.00	$217,897.20
Pupil Learning Loss	$217,058.00	$217,892.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$660,166.00	$718,789.20

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$37,000.00	$34,000.00
Distance Learning Program	$98,250.00	$82,125.00
Pupil Learning Loss	$73,800.00	$69,675.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$174,050.00	$153,800.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$200,000.00	$249,000.00
Distance Learning Program	$107,858.00	$135,772.20
Pupil Learning Loss	$143,258.00	$148,217.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$451,116.00	$532,989.20