

LCAP Board Update

May 31, 2023



EAST BAY
INNOVATION
ACADEMY

Agenda

- LCAP Background
- LCAP Timeline & Engagements
- LCAP Self Reflection Highlights
- EBIA Goals Annual Update
- Looking Ahead SY 2023-2024

LCAP Background

Local Control and Accountability Plan (LCAP)

- LCAP is a strategic planning tool to achieve local/state priorities in education
- To be aligned with budget for Local Control Funding Formula (LCFF) funds (per-pupil funding)
- California School Dashboard provides framework for assessing how schools are meeting needs of all students
- SY 22-23 EBIA per pupil LCFF funding: \$10,118/ADA

LCAP Performance Standards

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

The approved performance standards require an LEA to:

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

LCAP Performance Standards for LEAs

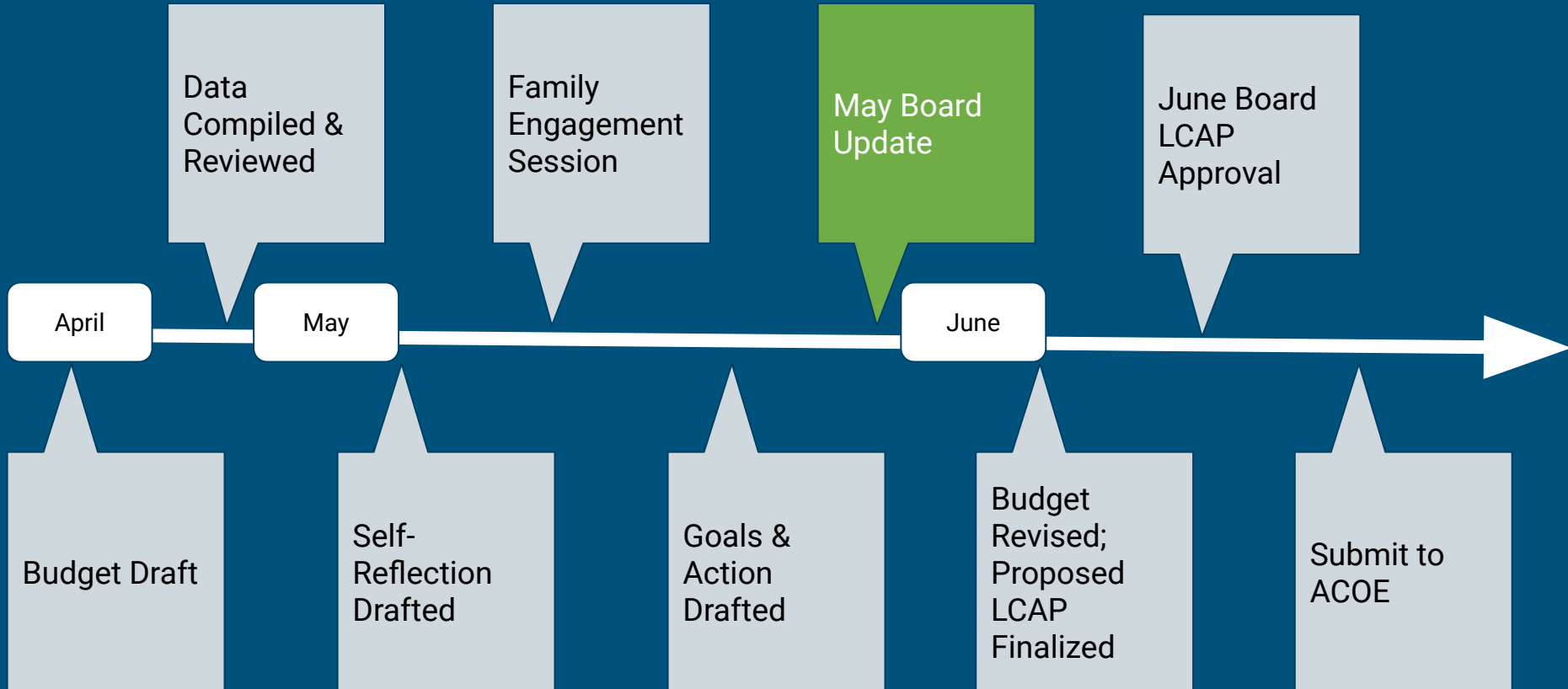
- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)
- Implementation of State Academic Standards (LCFF Priority 2)
- Parent and Family Engagement (LCFF Priority 3)
- School Climate (LCFF Priority 6)
- Access to a Broad Course of Study (LCFF Priority 7)

EBIA's Local LCAP Goals

1. Provide and maintain basic services for students and school.
2. Create a culture of caring and responsibility where students feel safe and supported.
3. Provide a coherent 21st century program that offers new, innovative and alternative educational experiences.
4. Maintain very high attendance to ensure school receives state money, via ADA, to succeed.

LCAP Timeline & Engagements

LCAP Timeline & Engagements



LCAP Performance Standards Self Reflection Highlights

LCFF Priorities: Self Reflection

LCFF LEA Priorities	Glows	Grows
Priority 1: Teacher Assignments, Materials, Facilities	<ul style="list-style-type: none"> • Students have access to materials • No facilities deficiencies 	<ul style="list-style-type: none"> • Teacher misassignment (6)
Priority 2: Implementation of State Academic Standards	<ul style="list-style-type: none"> • Providing professional learning, Instructional materials, and supports to implement ELA, Math, NGSS, and History standards 	<ul style="list-style-type: none"> • ELD materials and supports for teachers to implement ELD standards/frameworks
Priority 3: Parent & Family Engagement	<ul style="list-style-type: none"> • On-going family communication • Structures for Family Engagement: PLPs, PAC, and Cafecitos 	<ul style="list-style-type: none"> • Leveraging existing structures to partner with and ensure the engagement of under-represented families esp. to improve student outcomes • Involving families to provide input in decision making
Priority 6: School Climate	<ul style="list-style-type: none"> • On-going family communication • PLPs and PAC 	<ul style="list-style-type: none"> • Family participation in Panorama Survey • Safety (LS), Growth Mindset (US)
Priority 7: Access to a Broad Course of Study	<ul style="list-style-type: none"> • Access to A-G and a range of AP classes • Supports for students through office hours and ILT 	<ul style="list-style-type: none"> • Better systems to ensure proactive academic support for US students and on-going credit recovery options

LEA Goals

22-23 Goals

1. Provide and maintain basic services for students and school.
2. Create a culture of caring and responsibility where students feel safe and supported.
3. Provide a coherent 21st century program that offers new, innovative and alternative educational experiences.
4. Maintain very high attendance to ensure school receives state money, via ADA, to succeed.

1. Provide and maintain basic services for students and school

- Do we have qualified teachers providing instruction?
- How are our students performing and improving academically?

Do we have qualified teachers providing instruction?

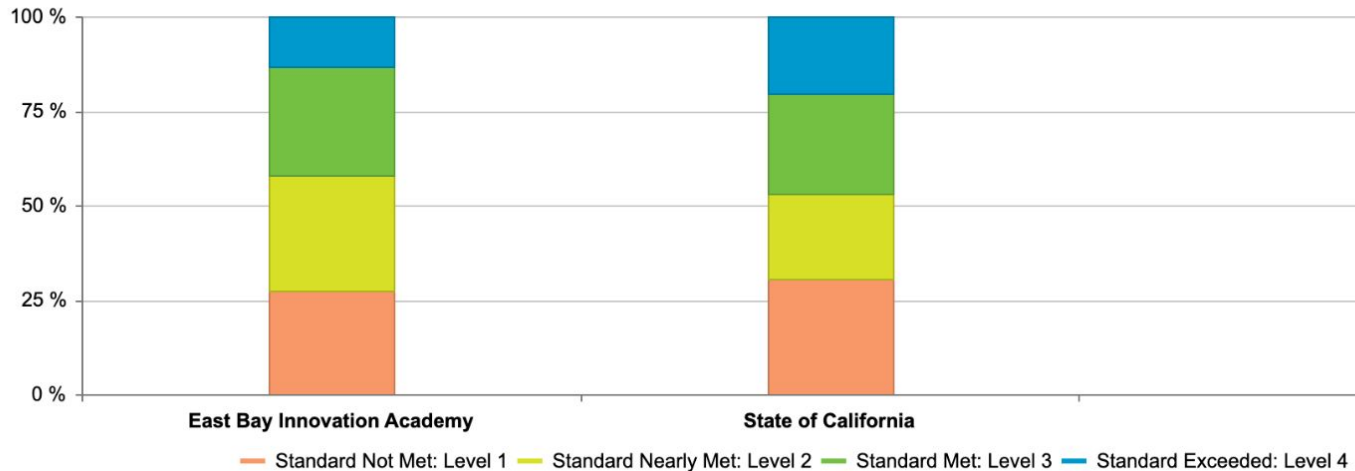
Authorization/Assignment	School Number 21-22	School Percent 21-22	School Number 22-23	School Percent 22-23
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	56%	23	77%
Intern Credential Holders Properly Assigned	1.5	5%	0	0%
Teachers Without Credentials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

How are our students performing and improving academically?

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

2021–22 Achievement Level Distribution - All Grades

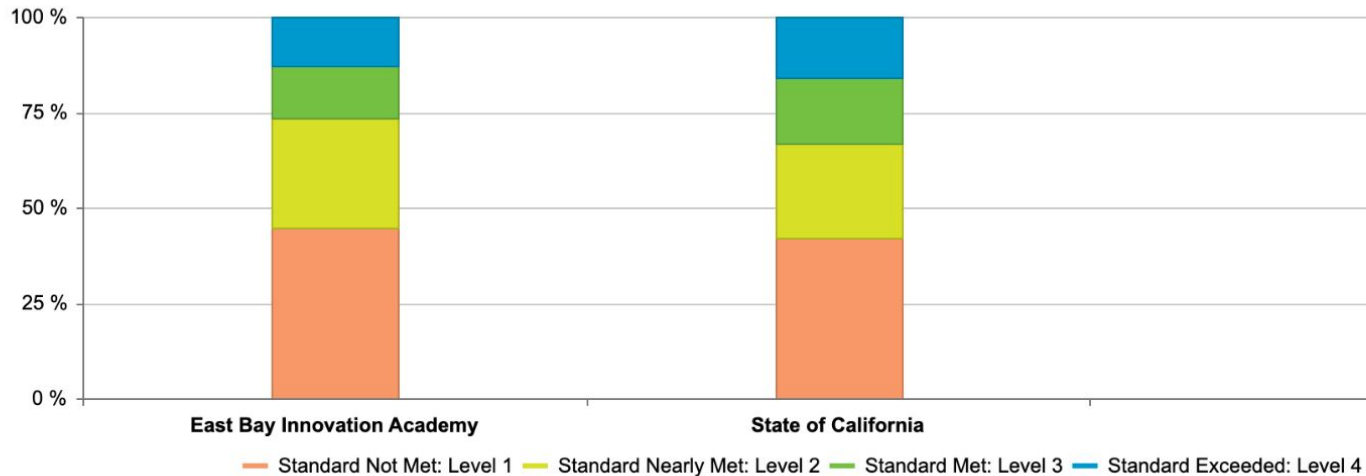


How are our students performing and improving academically?

MATHEMATICS

▼ Data Detail - All Students (accessible data)

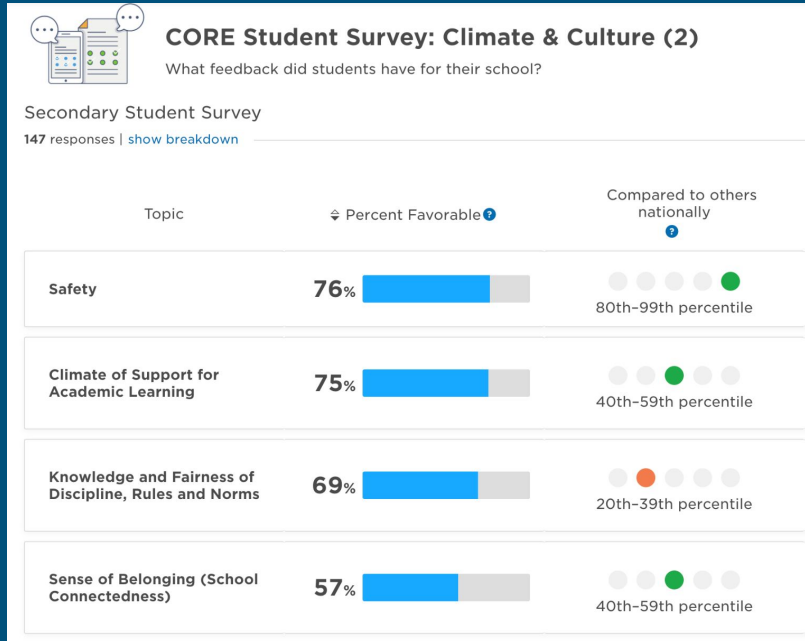
2021–22 Achievement Level Distribution - All Grades



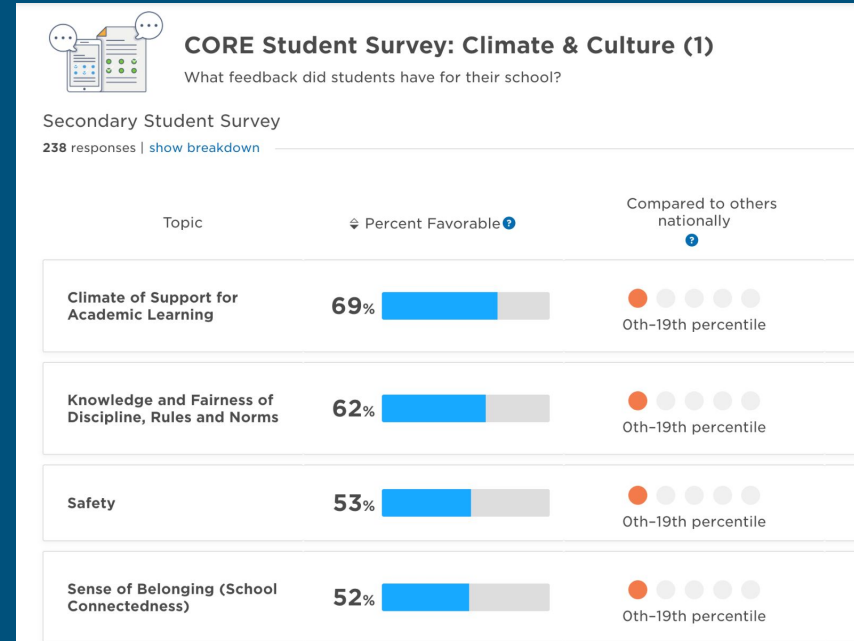
Questions and/or Feedback

2. Create a culture of caring and responsibility, where students feel safe and supported.

Upper School Survey Data 2023:



Lower School Survey Data 2023:



Questions and/or Feedback

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

- Are we providing rigorous courses?
- Are we providing extracurricular activities?
- What accomplishments have students achieved this year?

Are we providing rigorous courses?



2023-2024 Upper School Course Catalog

History "A"	English Language Arts "B"	Math "C"	Science "D"	LOTE "E" <small>May enroll in languages other than spanish from approved sources</small>	Art "F"	Electives "G"	Fitness "G"	CTE Program and AP Capstone Diploma
World History	ELA 9	Algebra I	Biology	Spanish I	CSDI 1: CS and Digital Design	CSDI 4: Senior Seminar	Fitness	Comp Sci and Design Innovation CTE Course Sequence P.2 AP Capstone™ Diploma Sequence P.2BB
AP World History	ELA 10	Geometry	AP Environ.	Spanish II	Journalism & Media Production	Linked Learning Ambassadors: Leadership		
US History	ELA 11	Financial Algebra	Physics	AP Spanish Language		AP Research		
AP US History	AP Seminar	Statistics	AP Physics			Ethnic Studies		
Gov. & Econ	AP Language	Pre-Calculus	Chemistry			Anatomy & Physiology		
	ELA 12	AP Calculus AB	AP CS Principles			Robotics		
		AP Comp Sci- A	Cyber Security		Health & Fitness			
EBIA Graduation Requirements								
History "A" 3 years	ELA "B" 4 years	Math "C" 4 years	Science "D" 4 years	Language other than English "E" 2 years	Art "F" 1 years	Elective "G" 1 year	Fitness 1 year	
University of California A-G Requirements								
2 years	4 years	3 years	3 years	2 years	1 year	1 year	N/A	

Are we providing rigorous courses?

CTE Pathway: Computer Science & Design Innovation

All students at EBIA are required to enroll in the 4 year CSDI sequence starting in 9th grade:

- **9th grade:** CSDI 1: Computer Science & Digital Design
- **10th/11th grade:** APCSP (Big Picture CS), Robotics, or Cyber Security
- **12th grade:** CSDI 4: Senior Seminar and one of the following
 - Internship
 - Dual Enrollment at Community College
 - APCSA (Java Programming)

Student Achievements

- Genesys Works Internships
- Posse Scholarship Recipients
- Questbridge Scholarship Winner
- Oakland Promise Winners
- 2022 APCSA Female Diversity Award
- Student of the Month Awards
- Science Olympiad
 - Upper school placed 18 out of 43 competing teams
 - Lower school placed 5th place and earned 17 medals

SY 2022-2023 College Admissions

Berkeley City College
California College of the Arts
California Polytechnic State University-San Luis Obispo
California State Polytechnic University-Pomona
California State University-Channel Islands
California State University-Chico
California State University-East Bay
California State University-Fresno
California State University-Fullerton
California State University-Long Beach
California State University-Los Angeles
California State University-Monterey Bay
California State University-Northridge
California State University-Sacramento
California State University-San Bernardino
California State University-San Marcos
California State University-Stanislaus
Chabot College
Dillard University
Foothill College
Grambling State University

Hawaii Pacific University
Humboldt State University
Laney College
Merritt College
Michigan State University
Orange Coast College
Oregon Institute of Technology
Oregon State University
Portland State University
Reedling College
Rensselaer Polytechnic Institute
Saint Mary's College of California
San Diego State University
San Francisco State University
San Jose State University
Savannah College of Art & Design - SCAD
Shasta College
Sonoma State University
The Evergreen State College
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-Merced
University of California-Riverside

University of California-Santa Barbara
University of California-Santa Cruz
University of Colorado Denver
University of Hawaii at Manoa
University of Oregon
University of Pennsylvania
University of Washington-Seattle Campus
Shasta College
Sonoma State University
The Evergreen State College
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-Merced
University of California-Riverside
University of California-Santa Barbara
University of California-Santa Cruz
University of Colorado Denver
University of Hawaii at Manoa
University of Oregon
University of Pennsylvania
University of Washington-Seattle Campus

Questions and/or Feedback

4. Maintain very high attendance to ensure school receives state money, via ADA, to succeed.

March ADA:

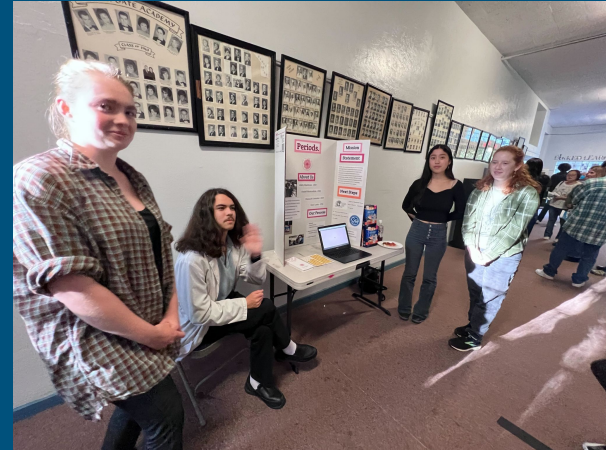
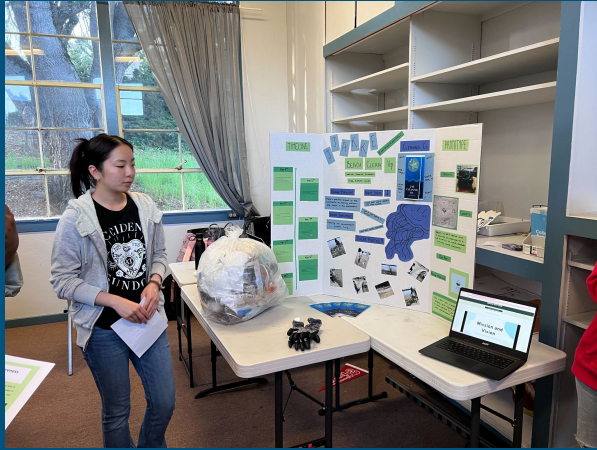
Grade Level	ADA	ADA %
6	73	96%
7	105	97%
8	100	97%
9	69	94%
10	58	97%
11	33	92%
12	57	90%
Total	495	95.1%

Questions and/or Feedback

Looking ahead to SY 2023-2024: What actions should we take to make progress on these goals?

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School Wide Events- Senior Symposium



School Wide Events- 7th & 8th Grade Dance



Thank you for your time!



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