

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of mis-assignments	70% across all subjects, 85% in core subjects	72% correctly assigned across all subjects, 90% in core subjects	77% correctly assigned across all subjects. 90% in core subjects.	83.3% correctly assigned across all subjects. 90% in core subjects.	100% credentialed teachers in all subject areas required for charter school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Academic growth by cohorts on local assessments in ELA	<p>MAP internal data showing a number of cohorts on average below grade level in math, some also in ELA. Please see appendix 1 for SY 21 winter data.</p> <p>MAP SY20-21 (% Proficient) All Students MAP Math = 58% All Student MAP ELA = 69% African American Student = 33% Latinx Students = 38%</p> <p>SBAC SY20-21 (% Met or Exceeded) All Students Math = 35% All Students ELA = 56% African American Students Math = 13% African American Students ELA = 29% Hispanic or Latino Students Math = 27% Hispanic or Latino Students ELA = 50%</p>	<p>MAP data suggest some backsliding, especially for older cohorts.</p> <p>MAP SY21-22 (% Proficient) All Students MAP Math = 38% All Student MAP ELA = 49% African American Students = 14% Latinx Students = 26% P</p> <p>SBAC SY21-22 (% Met or Exceeded) All Students Math = 27% All Students ELA = 42% African American Students Math = 10% African American Students ELA = 26% Hispanic or Latino Students Math = 21% Hispanic or Latino Students ELA = 40%</p>	<p>MAP SY22-23 (% Proficient) All Students MAP Math = 46% All Student MAP ELA = 55% African American Student = 29% Latinx Students = 30%</p> <p>SBAC SY22-23 (% Met or Exceeded) All Students Math = 36% All Students ELA = 48% African American Students Math = 19% African American Students ELA = 28% Hispanic or Latino Students Math = 25% Hispanic or Latino Students ELA = 50%</p>	<p>MAP SY 23-24 (% Proficient) Winter 24 All Students MAP Math = 54% All Student MAP ELA = 62% African American Students Math = 36% African American Students ELA = 48% Latinx Students Math = 46% Latinx Students ELA = 57%</p> <p>SBAC 23-24 PENDING</p>	Positive growth in MAP/SBAC results for all students, year over year
Graduation rate	70% 4-year cohort rate (19-20)	97% (20-21)	92% (21-22), Pending (22-23)	98% 22-23	85% or higher 4 year cohort rate
A-G readiness	inaccurate data reported (19-20)	95% (20-21)	84% (21-22)	90% 22-23	Over 90% of graduates complete A-G
Independent audit for compliance	No material findings	No material findings	No material findings	No material findings	No material findings.
# of EL teacher mis-assignments	11 in 19-20	7 in 20-21	7 in 21-22	7 in 23-24	0
# of vacant teacher positions	0	0	0	5.5 (currently filled with long-term substitute teachers)	0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students with access to standards-aligned instructional materials	100%	100%	100%	100%	100%
DUAL enrollment	0	All 9th graders	49% of 12th grade	100% of 12th grade enrolled 23-24	at least 2
CTE Pathway completion	N/A, pathway launch	Linked Learning Silver Certification	Linked Learning Silver Certification	Linked Learning Silver Certification	100% completion
SBAC results in Math compared to district	N/A, Covid	21-22 EBIA: 26.74% OUSD: 25.87%	22-23 EBIA: 34.98% OUSD: 25.42%	Pending SBAC 23-24	exceeding
SBAC results in English compared to district	N/A, Covid	2021-22 EBIA: 42.15% OUSD: 35.33%	22-23 EBIA: 50% OUSD: 33.06%	Pending SBAC 23-24	exceeding
% of students receiving 3 or higher on AP exams	67% in 19-20	53% in 20-21	55% in 21-22	62% in 22-23	70% or higher
% of graduates accepted into a 4-year college	75%	88% in 21-22	Did not collect this data 22-23	Pending 23-24	80% or higher

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	6-12 College and Career Readiness Director of College and Career Readiness to support experiences and readiness in grades 6-12. Refine systems, policies and procedures for course access, academic counseling, college counseling	No	Fully Implemented	All students have applied to a college or have a plan for a trade program after graduation. Partnership with Oakland Promise to implement college and career readiness program in grades 6-8.		\$150,700.00	\$69,866.00
1.2	Professional development support for teachers to clear credentialing process and improve practice	No	Fully Implemented			\$35,000.00	\$23,009

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Includes BTSA, mentor coaching, ELD, and other relevant expenses to support teachers clear their credentials. Also includes targeted workshops, conferences and participation in PLCs aimed to improve teaching practice, including integration of PBL and other individual PDs (i.e., AP). EBIA will provide funding (up to \$3,500/ETA member over the course of their lifetime at EBIA) to employees for essential credentialing or licensing support						
1.3	Curriculum Core and blended curriculum	No	Fully Implemented			\$108,242.00	\$57,462
1.4	Assessment to track student progress MAP, AP, SBAC, ELPAC	No	Fully Implemented			\$17,000.00	\$9,931.73
1.5	Curriculum and Instruction alignment Restructure leadership team to include two academic deans. Stipends and materials to plan and implement professional learning communities at Upper and Lower School.	No	Fully Implemented			\$426,729.00	\$228,531

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Business Services Audit and compliance support, data reporting (CALPADS) support, financial services	No	Fully Implemented			\$288,511.00	\$157,192
1.7	Expanded learning Summer session, before and after school academic/tutoring support, mental health support, Phoenix Academy for new students	No	Fully Implemented			\$192,468.00	\$111,861.76
1.8	Qualified Instruction Teacher Salaries, unrestricted	No	Fully Implemented			\$2,539,341.00	\$1,044,367.00
1.9	Instructional Support * Student-facing, academic support	Yes	Fully Implemented			\$344,016.00	\$169,549
1.10	EL tutoring support	Yes	Not Implementing	Not able to hire Spanish teacher.		\$55,160.00	\$0
1.11	IEP and 504 services	Yes	Fully Implemented			\$510,831.00	\$391,916

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Identification and service delivery to support student learning with respect to IEP and 504 plans						
1.12	Assessment to track student progress fees AP/ SAT	Yes	Partially Implemented			\$10,000.00	
1.13		Yes					
1.14		No					

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School culture and climate survey - parents	58% favorable on school climate; high barriers to engagement (remote learning)	67% favorable on school climate, families reporting decline in barriers to engagement (87%	65% favorable on school climate, families reporting decline in barriers to engagement (80%	Pending Survey in Spring 2024	70% satisfaction with school climate, 90% favorable in barriers to engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		favorable compared to 82% in SY 21)	favorable compared to 87% in SY 22)		
School culture and climate survey - students	climate of support for learning (70%), sense of belonging (50%)	climate of support for learning (72% lower, 79% upper); sense of belonging (54% lower, 56% upper). sense of safety (55% lower, compared to 79% for upper)	climate of support for learning (69% lower, 75% upper); sense of belonging (52% lower, 57% upper). sense of safety (53%, compared to 76% for upper)	Mid-year climate survey January 2024: Climate of support for learning (71% lower, 78% upper); sense of belonging (55% lower, 51% upper). sense of safety (56% lower, 72% for upper)	75% report supportive climate, 70% report sense of belonging
School culture and climate survey - teachers	school climate positive (67%)	school climate positive (55%)	school climate positive (59%)	Pending Survey in Spring 2024	school climate 70% or higher
Chronic Absenteeism Rates	5.2% Overall, 6.4% African American, 9.2% Hispanic, 10.5% Socioeconomically Disadvantaged, 4.8% Students with Disabilities, 2.2% Two or More Races, 2.5% White.	Overall increase > 10% in SY 21 (mostly distance learning), SY 22 18.2% Subgroup Rates SY22 19.8% African American, 20.3% Hispanic, 32.1% Socioeconomically Disadvantaged, 18.6% Students with Disabilities, 11.4% Two or More Races, 17.1% White.	SY23 = 3.4% (14.8% decrease) Subgroup Rates SY23 2.5% African American, 3.4% Hispanic, 5.6% Socioeconomically Disadvantaged, 4.3% Students with Disabilities, 4.8% Two or More Races, 4.8% White.	SY24 Pending Currently trending at the same rate for the 23-24 school year.	Decrease high subgroup rates of chronic absenteeism by 20%
Suspension Rates	5% Overall, 11.6% African American, 6.5% Socioeconomically Disadvantaged, 12.1% Students with Disabilities, 2.9% English Learners, 4.4% Hispanic, 2.9% White, 0% Two or More Races	<1% in SY 21 (mostly distance learning) SY 22 7% Overall, 8.3% African American, 8.8% Socioeconomically Disadvantaged, 13% Students with Disabilities, 2.3% English Learners, 6.9% Hispanic, 6.7% White, 9.1% Two or More Races	SY23 =4.8% 4.7% African American, 6.7% Socioeconomically Disadvantaged, 12.9% Students with Disabilities, 2.3% English Learners, 6.3% Hispanic, 4.2% White, 4.5% Two or More Races	SY24 Pending	Decrease high subgroup rates of suspension by 20%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Culture and Climate team Primary leads for defining school culture, designing norms, practices and implementing board policies and procedures at each campus. Lead restorative conversations, plan assemblies, celebrations and other activities that build school connection. Support behavioral and discipline-related work under administrative guidance. In SY23-24, the Culture and Climate Team will be charged with exploring and implementing strategies to improve both family and student engagement and leadership, with a particular emphasis on working to involve these stakeholder in providing inputs into a range of decisions at the LEA.	No	Partially Implemented	Our school culture team has fully implemented restorative practices and is working on increasing positive student activities. The climate team has not had the opportunity to expand family engagement opportunities.		\$429,676.00	\$264,738
2.2	Mental health services Multi-tiered mental health support for students	No	Fully Implemented			\$82,796.00	\$49,283
2.3	Measure G1 culture and climate Musical, assemblies, SEL activities	No	Fully Implemented			\$64,414.00	\$7,046.00
2.4	School wide survey Panorama or other similar school climate surveys	No	Fully Implemented	Student mid-year Panorama survey implemented in January 2024		\$5,000.00	\$5,980

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	Intersession activities Non-core subject activities on/off campus with community instructors in-between trimesters	No	Partially Implemented	The Manager of LLL has not taken this on as a primary responsibility. The Culture Deans have taken more of a role in scheduling intersession in collaboration with the Operations team and the School Leadership Team.		\$139,960.00	\$50,187.00
2.6	Specialized support Staff, administration and third party providers supporting students and families who are chronically absent, in need of specialized services	No	Fully Implemented	Increase in SARB meetings and time in COST team meetings spent to monitor and plan supports.		\$151,868.00	\$88,526

Goal 3

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Multi-disciplinary, culminating projects	2-3 grade level collaborative projects before Covid (19-20), modified in 20-21	Successful capstone at year-end	One multi-disciplinary projects in grade 6 (History/ELA); 2 collaborative projects (English-Math; AP Research) and successful 6-12 capstone at year-end	Professional development sequence planned to re-design the year-end capstone project for all grade levels. Plans for further implementation of multi-disciplinary projects for the 24-25 school year.	At least two multi-disciplinary, culminating projects completed, including year-end Capstone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Blended learning in ELA and math	Inconsistent integration of blended learning across grades and the school year	Scheduling changes mid-year due to Covid surges impacted blended learning progress at lower; not consistently integrated at upper.	Consistent use of ALEX and Achieve 3000 at LS; Not consistently integrated at US	Lexia pilot initiated for 6th grade; no change for Upper School.	Consistent use of blended learning within the school day and year for all students
CTE instruction in partnership with community college	CTE unavailable in 19-20	Course sequence fully designed and courses rolled out incrementally	Course sequenced fully designed and all students enrolled in at least one CTE course (Robotics, Cyber-Security, CSDI I, APCP, APCA, and CSDI Capstone)	All students are enrolled in at least one CTE course. All 12th-grade students are enrolled in at least one dual-enrollment course.	All students in grades 9-12 will receive at least one year of CTE instruction as part of the linked learning pathway
Work-based learning opportunities	Work-based learning opportunities largely unavailable in 19-20	Internship program design started, online job talks continuing in SY 21 and SY 22	Established internship opportunity with Genesys Works. Students practiced interviewing for open positions.	Increased internship opportunities including Chabot Space and Science Center, Bay Area Mural Project, and GameHeads.	Facilitate at least three work-base learning opportunities, including one internship
Chromebooks	100% of students will have access to chromebooks 1:1 on campus	1:1 availability of Chromebooks	1:1 availability for all students	1:1 availability for all students	1:1 availability for all students

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Project-based learning (PBL) Professional Development Professional development for implementing PBL, including plans to attend conferences and disseminate	No	Fully Implemented	Measure N/H funds used to provide 3-day professional development to all teachers on PBL with a focus on capstone projects. Not yet recognized in expenditures.		\$55,108.00	
3.2	Materials and supplies for PBL and CTE Basic materials and supplies for PBL and CTE	No	Fully Implemented			\$46,986.00	\$13,010

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	CTE instruction Staffing, curriculum and equipment	No	Fully Implemented			\$117,016.00	\$60,477
3.4	Linked Learning Pathway Administration, continued development of work-based learning, internship programs, and college/career exploration through student events, professional development and coaching/access to resources.	No	Partially Implemented	The Linked Learning coach is being provided by the Oakland Unified School District so we have taken it out of the budget for this year.		\$147,965.00	\$69,853
3.5	Chromebooks fleet procurement and support Replace a portion of old fleet each year, configure, issue, maintain and troubleshoot the fleets.	No	Fully Implemented			\$99,055.00	\$51,543
3.6		No					

Goal 4

Goal Description

Maintain very high attendance to ensure school receives state money via ADA

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Average Daily Attendance	620 enrollment in 20-21	563 in 21-22	520 in 22-23	504 in 23-24 96% ADA for Lower School as of 1/29/24 94% ADA for Upper School as of 1/29/24	Full enrollment in grades 6-8 and increase enrollment in grades 9-12 to capacity.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	School Information System and Parent Square Systems to track enrollment and attendance (PowerSchool), and communication platform (Parent Square)	No	Fully Implemented			\$29,859.00	\$21,703
4.2	Attendance outreach and SARB follow-up SARB/SART Team personnel, materials, and expenses to support improved student attendance and reduced chronic absenteeism	No	Fully Implemented			\$29,191.00	\$13,952
4.3	Student recruiting Swag, banners, social media campaigns	No	Fully Implemented	Increase in spending on advertising and marketing.		\$39,391.00	\$9,627

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures