§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: East Bay Innovation Academy   Contact (Name, Title, Email, Phone Number): Alexander Harp, Executive Director, aharp@eastbayia.org

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic*: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards*: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only)*: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only)*: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement*: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1. Parent Meetings and Events 4/18/13 - Information Night - Private Residence 6/5/13 - Information Night - Barnett Hall 7/7/13 - Temescal Street Fair 8/10/13 - Laurel Street Fair 9/11/13 - OUSD Board Meeting, public hearing 10/1/13 - Farmer's Market, North Oakland 10/4/13 - Brookfield parents gathering 10/5/13 - St. Elizabeth's Fair, Fruitvale 10/6/13 - Middle School Options discussion, private residence 10/14/13 - Information Session, Acorn Woodland, East Oakland 10/14/14 - Information Night - Iran Jinkins Rec Center, East Oakland 10/15/13 - Information Night - Carmen Flores, Fruitvale 10/17/13 - Information Night, Rainbow Rec Center, East Oakland 10/23/13 - OUSD Board meeting, Approval Vote 11/17/13 - Family Social Event/Information Session, Temescal 11/20/13 - Information Night, Vincent Academy, West Oakland 12/9/13 - Thornhill Middle School Fair 1/9/14 - Information Night - The Spot, Chinatown 2/4/14 - Information Night, private residence, East Oakland 2/5/14 - Information Night, Park Presbyterian, Central Oakland 2/13/14 - Information Night, Vincent Academy, West Oakland 2/18/14 - Information Night, East Oakland 2/23/14 - Information Session, private residence Lakeshore 3/18/14 - Information Night, Park Presbyterian 3/19/14 - Office Hours, Rockridge Library 3/24/14 - Office Hours, Ira Jinkins 3/30/14 - Family Social Event/Information Session, Temescal 4/16/14 - Office Hours, Rockridge Library 5/1/14 - Office Hours, Rockridge Library 5/21/14 - Information Session, Cox Academy 5/27/14 - Information Night, Arroyo Viejo Rec Center, East Oakland	1. **From the meetings that took place from April, 2013 – August, 2013, EBIA co-founders collected information from community members and potential EBIA that shaped the vision for EBIA, providing community voice in the writing of the charter petition.** **From September, 2013 – June, 2014, the myriad informational meetings provided valuable feedback and creative ideas which served to continually re-focus the EBIA model.** **An additional impact of these meetings and events was the understanding that a budget must be developed for enrollment and recruiting for future years.** 2. **The EBIA Board meetings have served as events to analyze community input and strategically implement action plans to meet the needs of the stakeholders.** 3. **Through the info@eastbayia.org inbox, we have fielded 2,574 incoming emails, mostly from parents, providing valuable input and feedback to EBIA Board members and educational consultants that have impacted the master schedule decisions and needs for contracts with outside vendors.** 4. **The information gathered from our Zendesk Help desk and Ideas forum resulted in on-demand transparency to parent Q&A and a place for feedback.** 5. **These meetings helped align our annual plan and budget with EBIA's charter priorities and implementation plan.** 6. **The information from the survey, which clarified families' priorities, resulted in altering our budget for the LCAP.** 7. **Reviewing the LCAP draft helped define our professional development plan for the Summer of 2014.**

Involvement Process	Impact on LCAP
5/28/14 - Office Hours, Rockridge Library 6/11/14 - Office Hours, Rockridge Library 6/17/14 - Year One Parents Briefing, Park Presbyterian, Central Oakland **2. EBIA Board Meetings** 8/25/13, 11/7/13, 1/15/14, 2/19/14, 3/12/14, 4/9/14, 5/21/14, 6/11/14, 6/18/14 **3.** info@eastbayia.org inbox was set up in July 2013. **4.** Zendesk Help desk was launched in February, 2014. **5. EBIA Core Team meetings** 3/30/14, 4/28/14, 5/5/14, 5/14/14, 5/28/14, 6/1/14, 6/11/14 **6.** Sent out survey to EBIA families on 6/6/14 **7.** Reviewed the 14-15 site plan draft on 6/19/14 **8.** Submitted the LCAP to the Board on 6/25/14	**8. LCAP was approved and ready for submission.**

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment

between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
LCAP Goal #1 **Need:** Provide and maintain basic services for students and school **Metrics:** NCLB compliance, master schedule, Annual community survey, teacher evaluations, Williams Act, facilities inspection, SARC	Attract, hire and retain highly qualified teachers. * Provide professional development and support to ensure teaching staff delivers creative, personalized and innovative learning experiences to all students. * Ensure proper technology, is in place so that all students can access curriculum and demonstrate mastery of material digitally. * Provide equal course access to all students on a college preparatory track. * Ensure all grounds and facilities are safe and in good condition.	All	All		100% of core academic teachers will be NCLB compliant. * 85% of faculty reaches Personal Educator Plan goals. 85% teacher satisfaction on community survey * 100% compliant * 100% of student will be prepared to take A-G courses in high school. * 100% "Good" ratings on SARC	100% of core academic teachers will be NCLB compliant. Less than 10% of original EBIA faculty will leave that are a cultural, philosophical and skills fit. * 85% of faculty reaches Personal Educator Plan goals. 90% teacher satisfaction on community survey * 100% compliant * 100% of student will be prepared to take A-G courses in high school. * 100% "Good" ratings on SARC	100% of core academic teachers will be NCLB compliant. Less than 10% of original EBIA faculty will leave that are a cultural, philosophical and skills fit. * 85% of faculty reaches Personal Educator Plan goals. 95% teacher satisfaction on community survey * 100% compliant * 100% of student will be prepared to take A-G courses in high school. * 100% "Good" ratings on SARC	**State priority #1** (Basic condition of learning) **State priority #2** (Course access) **State priority #3** (Parent involvement) **State priority # 6** (School climate) **Local Goal #5:** Parents and students will demonstrate high satisfaction with the academic program.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
LCAP Goal #2 Need: Create a culture of caring and responsibility, where students feel safe and supported **Metrics:** Annual community survey, SEL rubric, California Healthy Kids (CHKS) survey, culture walk-throughs, discipline data	Hire culturally competent staff that believes all students will achieve at the highest levels, valuing their many gifts, talents and attributes. * Implement daily Morning Meeting and Advisory times to create a sense of community and to honor students embracing the Innovator Norms. * Train and support all staff on positive school culture and discipline plan. * Teach social-emotional curriculum and embed it throughout all curricula.	All	All		100% compliant * 80% of students report feeling "part of the EBIA community" * 80% of students report feeling safe and supported on campus. <10% suspension rate. * 75% of students score proficient or advanced on SEL rubric	100% compliant * 85% of students report feeling "part of the EBIA community" * 85% of students report feeling safe and supported on campus. <10% suspension rate. * 80% of students score proficient or advanced on SEL rubric	100% compliant * 90% of students report feeling "part of the EBIA community" * 90% of students report feeling safe and supported on campus. <10% suspension rate. * 85% of students score proficient or advanced on SEL rubric	**State Priority #5** (Pupil engagement) **State Priority #6** (Other pupil outcomes) **Local Goal #5** Parents and students will demonstrate high satisfaction with the academic program. **Local Goal #6** Student will be thoughtful, engaged citizens in a 21st century world.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
LCAP Goal #3 **Need:** Provide a coherent 21st century program that offers new, innovative and alternative educational experiences. **Metrics:** Annual community survey, Benchmark assessments, State tests, Report cards, Exhibitions, Teacher evaluations **LCAP Goal #4**	Train all staff and students on design thinking principles and incorporate those principles in all phases of work. * Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach. * Students will demonstrate mastery of content materials through project-based learning. * Students will collaborate, manage change and take ownership of their learning experiences.	All All	All All		80% of students will be able to describe the principles of design thinking and how they've applied those principles to their work. * Blended learning will be integrated into 20%-25% of the curriculum. * All students will exhibit one culminating end-of-year summative project. * 75% of students will successfully complete all goals in Personalized Learning Plan.	85% of students will be able to describe the principles of design thinking and how they've applied those principles to their work. * Blended learning will be integrated into 25%-30% of the curriculum. * All students will exhibit one culminating project at the end of the semester and at the end of the year. * 80% of students will successfully complete all goals in Personalized Learning Plan.	90% of students will be able to describe the principles of design thinking and how they've applied those principles to their work. * Blended learning will be integrated into 30%-35% of the curriculum. * All students will exhibit a culminating digital portfolio at the end of the year. * 85% of students will successfully complete all goals in Personalized Learning Plan.	**State priority #4** (Pupil achievement) **Local Goal #s 1-4** Students will become proficient in core content areas **Local Goal #5** Parents and students will demonstrate high satisfaction with the academic program. **Local Goal #6** All EBIA graduates will be college ready and will graduate from college (includes 21st century skills and SEL skills). **State priority #2** (Implementation of

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Provide students a rigorous, STEAM based, standards-aligned academic experience and increase the number of students making targeted growth in each core subject area **Metrics:** Diagnostic tests administered at beginning and end of year, CELDT, Standardized test scores, report cards, Benchmark assessments,	Develop and implement Common Core State Standards (ELA and Math), Next Generation Science Standards and California State Standards (Social Studies)-based units of study. * Differentiate and personalize instruction to meet students at their current performance levels so they can set and meet attainable goals. * Develop standards-aligned benchmark assessments to inform instruction. * Implement data-driven, competency-based instruction focusing on innovation * Emphasize STEAM education through required courses, alternative block				Students will make 5% targeted growth from beginning of year to end of year on established diagnostic assessment or score proficient on EOY assessment. 75% of students will score proficient on the ELA and Math CCSS assessment. 70% of students will show growth on internal benchmark assessments for all core subject areas. English Learners will demonstrate a 10% growth on locally developed test from beginning to end of year.	Students will make 5% targeted growth from beginning of year to end of year on established diagnostic assessment or score proficient on EOY assessment. 75% of students will score proficient on the ELA and Math CCSS assessment. 70% of students will show growth on internal benchmark assessments for all core subject areas. English Learners will advance one performance level on the CELDT or be re-designated.	Students will make 5% targeted growth from beginning of year to end of year on established diagnostic assessment or score proficient on EOY assessment. 75% of students will score proficient on the ELA and Math CCSS assessment. 70% of students will show growth on internal benchmark assessments for all core subject areas. English Learners will advance one performance level on the CELDT or be re-designated.	State Standards) **State priority #4** (Pupil Achievement) **State priority #7** (Course access) **State priority #8** (Other pupil outcomes) **Local Goals #1-4** Students will become proficient in core content areas. **Local Goal #6** All EBIA graduates will be college ready and will graduate from college (includes 21st century and SEL skills).

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	scheduling and intersession enrichment opportunities * Implement academic Response to Intervention (RtI) structures to address students' areas of difficulty.							
LCAP Goal #5 Need: Maintain very high attendance to ensure school receives state money, via ADA, to succeed. **Metric:** Attendance rate, chronic absentee rate, tardy rate	Implement system for positive and/or perfect attendance. * Communicate daily with families about student absences. * Develop a strategic intervention system for students falling below 90% attendance rate.	All	All		Achieve 95% attendance rate	Achieve 95% attendance rate	Achieve 95% attendance rate	**State Priority #5** (Pupil Engagement) **State priority #6** (School climate) **Local Goal #9** EBIA will be fully enrolled and students will attend school regularly and on time.

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
LCAP Goal #1 Provide and maintain basic services for students and school	**State Priority 1** – (Basic services) HQT teachers and standards-aligned curriculum **State priority #2** (Course access) **State priority #3** (Parent involvement) **State priority # 6** (School climate) **Local Goal #5:** Parents and students will demonstrate high satisfaction with the academic program.	-Employ a highly qualified staff to deliver instruction and support to students and families Staffing *Teachers* *Content specialists* *Tutors* *Operations Manager* *Resource Specialist* *Executive Director* *Director of Innovation and Instruction* *Director of Operations* -Purchase *Chromebooks* for all students. -Purchase necessary furniture for students and staff. -Purchase necessary technology for staff to perform job responsibilities. -Provide professional development to staff for onboarding and constant improvement.	School-wide		-$1.463 million on staff salary and benefits **(LCFF)** -$66,000 for student *Chromebooks* -200 total. **(PCSGP)** -$56,000 for furniture **(PCSGP)** -$50,000 for staff tech needs **(PCSGP)** -$18,000 for staff PD **(LCFF)**	-$1.86 million on staff salary and benefits **(LCFF)** -$33,000 for student *Chromebooks* - 100 total. **(PCSGP)** -$14,000 for furniture **(PCSGP)** -$9000 for staff tech needs **(PCSGP)** -$26,000 for staff PD **(LCFF)**	-$2.439 million on staff salary and benefits **(LCFF)** -$33,000 for student *Chromebooks* - 100 total. **(LCFF)** -$14,000 for furniture **(LCFF)** -$9000 for staff tech needs **(LCFF)** -$38,000 for staff PD **(LCFF)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
LCAP Goal #2 Create a culture of caring and responsibility, where students feel safe and supported.	**State Priority #5** (Pupil engagement) **State Priority #6** (Other pupil outcomes) **Local Goal #5** Parents and students will demonstrate high satisfaction with the academic program. **Local Goal #6** Student will be thoughtful, engaged citizens in a 21st century world.	-Provide staff training and support on school culture and discipline plan.	School-wide		-$2000 for training **(LCFF)**	-$2400 for training **(LCFF)**	-$2800 for training **(LCFF)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
LCAP Goal #3 Provide a coherent 21st century program that offers new, innovative and alternative educational experiences. **LCAP Goal #4** Provide students a rigorous, STEAM based, standards-aligned academic experience and increase the number of students making targeted growth in each core subject area	**State priority #2** (Implementation of State Standards) **State priority #4** (Pupil Achievement) **State priority #7** (Course access) **State priority #8** (Other pupil outcomes) **Local Goals #1-4** Students will become proficient in core content areas. **Local Goal #5** Parents and students will demonstrate high satisfaction with the academic program. **Local Goal #6** All EBIA graduates will be college ready and will graduate from college (includes 21st century and SEL skills).	-Pay for curriculum development. -Purchase instructional materials. -Contract with outside agencies to provide intersession enrichment activities for students. -Contract with various companies for curriculum and systems to provide a 21st century learning experience.	School-wide		-$20,000 for curriculum development (2 grade levels) **(PCSGP)** -$41,200 for instructional materials **(LCFF)** -$80,000 for intersession contracts **(LCFF)** -$15,835 for software **(PCSGP)**	-$10,000 for curriculum development (1 grade level) **(LCFF)** -$63,600 for instructional materials **(LCFF)** -$124,000 for intersession contracts **(LCFF)** -$24,430 for software **(LCFF)**	-$10,000 for curriculum development (1 grade level1) **(LCFF)** -$86,200 for instructional materials **(LCFF)** -$168,000 for intersession contracts **(LCFF)** -$31,770 for software **(LCFF)**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
LCAP Goal #5 Maintain very high attendance to ensure school receives state money, via ADA to succeed.	**State Priority #5** (Pupil Engagement) **State priority #6** (School climate) **Local Goal #9** EBIA will be fully enrolled and students will attend school regularly and on time.	-Invest in SEL curriculum -Purchase *Illuminate* software to help record, track and report attendance	School-wide		-$2000 for SEL curriculum **(LCFF)** -$14,000 for *Illuminate* **(LCFF)**	-$500 for any potential upgrades **(LCFF)** -$13,500 for *Illuminate* **(LCFF)**	-$500 for any potential upgrades **(LCFF)** -$13,500 for *Illuminate* **(LCFF)**

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-17
LCAP Goal #2 Create a culture of caring and responsibility, where students feel safe and supported. **LCAP Goal #3** Provide a coherent 21st century program that offers new, innovative and alternative educational experiences.	**State Priority #5** (Pupil engagement) **State Priority #6** (Other pupil outcomes) **Local Goal #5** Parents and students will demonstrate high satisfaction with the academic program. **Local Goal #6** Student will be thoughtful, engaged citizens in a 21st century world. **State Priority #1** (Basic services)	**For low income pupils:** -Provide training to staff about cultural competency, sensitivity and how to handle delicate situations. -Purchase *Chromebooks* so that every student can equally access curriculum. -Contract with outside agency to provide all students necessary internet access. -Purchase student learning materials.	School-wide		-$1500 for summer PD **(LCSGP)** -$66,000 for student *Chromebooks* (200 total) **previously accounted for in Section 3a, Goal 1** -$6000 (200 students) **(LCFF)** -$41,200 for instructional materials **Previously accounted for in Section 3a, Goals 3 and 4**	-$1500 for summer PD **(LCFF)** -$33,000 for student *Chromebooks* (100 total) **previously accounted for in Section 3a, Goal 1** -$3000 (100 students) **(LCFF)** -$63,600 for instructional materials **Previously accounted for in Section 3a, Goals 3 and 4**	-$1500 for summer PD **(LCFF)** -$33,000 for student *Chromebooks* (100 total) **previously accounted for in Section 3a, Goal 1** -$3000 (100 students) **(LCFF)** -$86,200 for instructional materials **previously accounted for in Section 3a, Goals 3 and 4**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-17
LCAP Goal #3 Provide a coherent 21st century program that offers new, innovative and alternative educational experiences. **LCAP Goal #4** Provide students a rigorous, STEAM based, standards-aligned academic experience and increase the number of students making targeted growth in each core subject area	**State priority #2** (Implementation of State Standards) **State priority #4** (Pupil Achievement) **State priority #7** (Course access) **State priority #8** (Other pupil outcomes) **Local Goals #1-4** Students will become proficient in core content areas. **Local Goal #5** Parents and students will demonstrate high satisfaction with the academic program. **Local Goal #6** All EBIA graduates will be college ready and will graduate from college (includes 21st century and SEL skills).	**For English learners:** -Provide professional development on effective strategies for addressing EL needs. -Create clusters, if necessary, in the master schedule to better support ELD and hire an instructional aide to support needs of ELs. -Purchase program geared to a systematized approach to improving ELD and train on its implementation, if necessary. -Provide an ELD stipend for teacher willing to take on EL responsibilities. -Provide translation services to families for them to access essential components of the educational model.	School-wide		-$2000 for conference and travel **(Title 2)** -$20,000 for instructional aide if necessary **(LCFF, Title 2)** -$5000 for program and training, if necessary **(Supplemental LCFF for EL)** -$3500 for ELD teacher stipend **(Supplemental LCFF for EL)** -$1000 for translation services **(Title 2)**	-$2000 for conference and travel **(Title 2)** -$20,000 for instructional aide if necessary **(LCFF, Title 2)** -$5000 for program and training, if necessary **(Supplemental LCFF for EL)** -$4000 for ELD teacher stipend **(Supplemental LCFF for EL)** -$1500 for translation services **(Title 2)**	-$2000 for conference and travel **(Title 2)** -$20,000 for instructional aide if necessary **(LCFF, Title 2)** -$5000 for program and training, if necessary **(Supplemental LCFF for EL)** -$4500 for ELD teacher stipend **(Supplemental LCFF for EL)** -$2000 for translation services **(Title 2)**

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

EBIA has an estimated unduplicated pupil count of 70 in three categories (i.e. Low Income Students, English Learners, Foster Youth), which generates an increase in supplemental funding of $27,072 for the 2014-2015 school year. These funds will be used to support our students in the LCFF subgroups (i.e. development of units of study for EL students, incorporation of ELD standards, implementation of designated ELD instructional time, professional development on appropriate instructional strategies including modification and accommodations, increased use of technology to support learning and teaching). These funds will also be use to engage and empower families to take an active role in their students' education. Translation and interpretation services for parents are a critical part of engaging parents in the education of their students.

EBIA has determined that this approach is the most effective use of these funds to meet the five school LCAP goals, which are based on stakeholder input from LCAP meetings and the LCAP survey described in Section 1. There will be emphasis on meeting the needs of Low Income Students, English Learners and Foster Youth as EBIA implements the CCSS in 2014-2015 and develops a local assessment system to monitor standards-aligned progress.

C. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Based on the Minimal Proportionality Percentage, services for Low Income Students, English Learners and Foster Youth are estimated to increase 1.61% in the 2014-2015 school year. These students will have increased access to more intervention programs (after school tutors, intersession targeted academic intervention, RtI on alternative scheduled days, dedicated instructional time, instructional aide, etc.) All teachers will be trained to appropriate address the academic needs of the students through modifications and accommodations, providing students equal access to CCSS aligned units of study. EBIA will develop a wider array of course and program options to better meet the needs of students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.