

 6.11.15

Introduction:

LEA: East Bay Innovation Academy Contact (Name, Title, Email, Phone Number): Devin Krugman, Head of School, dkrugman@eastbayia.org 510-577-9557 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
1. Parent Meetings and Events Cafelito – 11/13, 11/14, 12/11, 12/12, 1/8, 1/9, 2/12, 2/13, 3/26, 3/27, 5/21, 5/22 2. School Climate Survey – April 2015 3. EBIA Board Meetings 7/23, 8/13, 9/17, 10/15, 11/19, 12/17, 1/14, 2/23, 3/18, 4/15, 5/20, 6/10 4. info@eastbayia.org inbox was set up in July 2013.	1. From the meetings that took place from August, 2014 – May 2015, EBIA staff met with parents to share progress on initial achievement and progress towards objectives. We also hosted open “Cafelitos” which were forums for parents to learn about key happenings and to share concerns. 2. Seneca conducted a third-party survey covering 9 key areas of school climate – including Physical appearance, Faculty Relationships, Student Interactions, Leadership and Decisions, Learning and Assessments, Attitude and

<p>5. Zendesk Help desk was launched in February, 2014.</p> <p>6. EBIA PAC Kickoff and committees formed 9/9/15</p> <p>7. Family surveys sent – 10/14/14, 2/19/15</p> <p>8. Submitted the LCAP to the Board on 6/10/15</p>	<p>Culture, Community Relations and Special Education. This feedback was invaluable as a guideline for budget priorities for our 3 year plan.</p> <p>3. The EBIA Board meetings have served as events to school implementation progress and strategically implement action plans to meet the needs of the stakeholders.</p> <p>4. Through the info@eastbayia.org inbox, we have fielded over 3,000 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.</p> <p>5. 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.</p> <p>6. The EBIA Parents advisory committees were launched in September 2014. These have been primarily parent led initiatives that help accelerate priority areas such as enrichment, communication and enrollment.</p> <p>7. The information from these surveys, which clarified families' priorities, resulted in altering our budget for the LCAP.</p> <p>LCAP was approved and ready for submission.</p>
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Annual Update: 2014/15 involvement reflected above	Annual Update:
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

Ensure all grounds and facilities are safe and in good condition.		ALL	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 90% of core academic teachers will be NCLB compliant. • 85% of faculty reaches Personal Educator Plan goals. • 85% teacher satisfaction on community survey • 95% of student will be prepared to take A-G courses in high school. • 95% "Good" ratings on SARC 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development and support to ensure teaching staff delivers creative, personalized and innovative learning experiences to all students.		ALL	\$2.7 million on staff salary and benefits (LCFF)
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.		ALL	-\$33,300 for student <i>Chromebooks</i> - 100 total. (PCSGP) -\$9000 for staff tech needs (PCSGP)
Provide equal course access to all students on a college preparatory track.		ALL	

Ensure all grounds and facilities are safe and in good condition.		ALL	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 90% of core academic teachers will be NCLB compliant. • 85% of faculty reaches Personal Educator Plan goals. • 85% teacher satisfaction on community survey • 95% of student will be prepared to take A-G courses in high school. • 95% "Good" ratings on SARC 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development and support to ensure teaching staff delivers creative, personalized and innovative learning experiences to all students.	All Students	ALL	\$3.4 million on staff salary and benefits (LCFF)
Ensure proper technology, is in place so that all students can access curriculum and demonstrate mastery of material digitally.		ALL	-\$33,000 for student <i>Chromebooks</i> - 100 total. (PCSGP)
Provide equal course access to all students on a college preparatory track.		ALL	-\$9000 for staff tech needs (PCSGP)
Ensure all grounds and facilities are safe and in good condition.		ALL	

			for in Section 3a, Goals 3 and 4
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement daily Morning Meeting and Advisory times to create a sense of community and to honor students embracing the Innovator Norms.		ALL	-\$1500 for summer PD (PCSGP)
Train and support all staff on positive school culture and discipline plan.		ALL	-\$3000 (100 students) (LCFF)
Teach social-emotional curriculum and embed it throughout all curricula.		ALL	-\$86,200 for instructional materials previously accounted for in Section 3a, Goals 3 and 4
LCAP Year 3: 2017-18			
Expected Annual	<ul style="list-style-type: none"> • 100% compliant 		

Measurable Outcomes:	<ul style="list-style-type: none"> • 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement daily Morning Meeting and Advisory times to create a sense of community and to honor students embracing the Innovator Norms.		ALL	-\$1500 for summer PD (LCSGP)
Train and support all staff on positive school culture and discipline plan.		ALL	-\$3000 (100 students) (LCFF)
Teach social-emotional curriculum and embed it throughout all curricula..		ALL	-\$106,200 for instructional materials previously accounted for in Section 3a, Goals 3 and 4

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 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 one culminating project at the end of the semester and at the end of the year.
- 85% of students will successfully complete all goals in Personalized Learning Plan
- Students will make 5% targeted growth from beginning of year to end of year on established diagnostic

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train all staff and students on design thinking principles and incorporate those principles in all phases of work.			\$12,000
Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach.		ALL	\$33,000 (included above)
Students will demonstrate mastery of content materials through project-based learning.		ALL	Included
Students will collaborate, manage change and take ownership of their learning experiences.		ALL	Included above

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 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 one culminating project at the end of the semester and at the end of the year.
- 85% of students will successfully complete all goals in Personalized Learning Plan

- Students will make 5% targeted growth from beginning of year to end of year on established diagnostic

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train all staff and students on design thinking principles and incorporate those principles in all phases of work..		ALL	Included above
Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach.			Included above
Students will demonstrate mastery of content materials through project-based learning.		ALL	Included above
Students will collaborate, manage change and take ownership of their learning experiences.		ALL	

GOAL:	Maintain very high attendance to ensure school receives state money, via ADA, to succeed.	Related State and/or Local Priorities:	
		1__ 2__ 3__ 4__ 5_X 6_X 7__	
		8__	
		COE only: 9_X 10__	
		Local : Specify _____	

Identified Need :	
Goal Applies to:	Schools: East Bay Innovation Academy
	Applicable Pupil Subgroups:

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Achieve 95% attendance rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement system for positive and/or perfect attendance.	All Students	ALL	\$13,500
			Illuminate (pcsgp)
Communicate daily with families about student absences.		ALL	Included above
Develop a strategic intervention system for students falling below 90% attendance rate.		ALL	Included above

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Achieve 95% attendance rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Implement system for positive and/or perfect attendance.		ALL	\$13,500 Illuminate (pcsgp)
Communicate daily with families about student absences.		ALL	Included above
Develop a strategic intervention system for students falling below 90% attendance rate.		ALL	Included above
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Achieve 95% attendance rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement system for positive and/or perfect attendance.		ALL	\$13,500 Illuminate (pcsgp)
Communicate daily with families about student absences.		ALL	Included above
Develop a strategic intervention system for students falling below 90% attendance rate.		ALL	Included above

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Provide and maintain basic services for students and school		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u> </u> 5 <u>X</u> 6 <u>X</u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify <u> </u>	
Goal Applies to:	Schools: <u>East Bay Innovation Academy</u> Applicable Pupil Subgroups: <u> </u>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of core academic teachers will be NCLB compliant. • 85% of faculty reaches Personal Educator Plan goals. • 85% teacher satisfaction on community survey • 100% of student will be prepared to take A-G courses in high school. • 100% "Good" ratings on SARC 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 90% • 85% • Pending • Future • 100% for those metrics owned or influence by the LEA 	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide professional development and support to ensure teaching staff delivers creative, personalized and innovative learning experiences to all students.	\$18,000	All teachers received a total of three week of pre-year full day professional development, three weeks of during the year full day professional development, and ongoing professional development as a component of our daily faculty meetings. The content of these sessions included instruction in the analysis of student work to determine personalized academic need, the organization of students into instructional groups, and the analysis, choice and set up	\$94,000	

		personalized learning programs and instructional materials. Further, staff met by weekly with admin, and weekly in department and grade level teams to ensure ongoing application of personalized and innovative learning practice.	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Ensure proper technology, is in place so that all students can access curriculum and demonstrate mastery of material digitally.	\$66,000 (PCSGP)	Network infrastructure in place. 1:1 chromebooks.	\$79,000
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide equal course access to all students on a college preparatory track.		All students at EBIA were placed into heterogeneous core classes wherein they received standards-aligned (to Common Core State Standards and Next Generation Science Standards) instruction. Further, all students met daily with their advisors to set college readiness goals as a component of their personalized learning plans, and experienced a social emotional learning curriculum designed to support academic and personal behaviors necessary for college preparation.	
Scope of service:		Scope of service:	
__ALL		__ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ensure all grounds and facilities are safe and in good condition.		Complete. Prop 39 facility through OUSD. District has been responsive to address issues as needs arise.	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Given the success of our personalized learning platform for math (Accelerated Learning) and our analysis of the differentiated needs of our students, we will update our ELA and history curriculum and integrated additional blended learning platforms into the instructional program to support diverse literacy needs. Further, we will update the format of our personalized learning plan to provide more strategic goal setting opportunities to align to course expectations at each grade level.		

Original GOAL from prior year LCAP:	Create a culture of caring and responsibility, where students feel safe and supported	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: East Bay Inovation Academy	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 80% 81.4% <10% 80%
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement daily Morning Meeting and Advisory times to create a sense of community and to honor students embracing the Innovator Norms.		All students assigned to an advisor and advisory group with whom they met daily. Student led grade level and all school morning meetings held monthly. These advisory and morning meeting activities are designed to include explicit instruction in Innovator Norms and include shout outs for students demonstrating Innovator Norms.	
Scope of service:		Scope of service:	
__ALL		__ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Train and support all staff on positive school culture and discipline plan.		\$2000 (PCSGP)	As a component of our ongoing scope and sequence for all staff professional development, all teachers and support staff (tutors and instructional aides) receive professional development in social emotional learning, restorative justice, student-centered instructional design and the design thinking process. Further, this work is supported by ongoing collaborative leadership meetings wherein behavioral support structures are designed, analyzed and revised.		\$2000
Scope of service:			Scope of service:		
__ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Teach social-emotional curriculum and embed it throughout all curricula.		\$15,000 (PCSGP)	During professional development sessions, collaborative leadership meetings and grade level and department team meeting times, teachers and administrators have developed, revised and implemented a social emotional learning curriculum. Further, ELA and history themes, mathematical context and scientific context topics have all been chosen to support social emotional learning scope and sequences.		\$15,000
Scope of service:			Scope of service:		

<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Upon reviewing the end of year personalized learning plans and completing a curricular review of the scope and sequence documents for all courses, teacher teams and the administration will revise the social emotional learning scope and sequence in order to provide for more differentiated topics and themes by grade level.		

<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach.		\$66,000 for student chromebooks (accounted for above)	Across all courses at the school, a variety of personalized learning platforms were integrated including: Google Apps for Education, Accelerated Learning and Curriculet. All coursework was made accessible and transparent to families via Illuminate.		\$79,000 for student chromebooks (accounted for above)
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Students will demonstrate mastery of content materials through project-based learning.			The scope and sequences for all courses were developed in order to support project-based learning. All units of instruction ended in both individual and collaborative projects that emphasized cognitive learning skills. Student presentations of learning were assessed using standards aligned rubrics in order to support mastery of grade level content and skills.		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Students will collaborate, manage change and take ownership of their learning experiences.			Across all courses, projects and lesson activities were developed in order to support collaborative learning and		

				student-centered design. This work was further supported by explicit instruction across core courses in strategies for collaboration and communication (including conflict resolution) as a component of group work.	
Scope of service:			Scope of service:		
X ALL			X ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As stated in the previous section, in order to further support blended learning and the achievement of personalized learning plan goals, the school will further integrate blended learning platforms that support differentiated literacy instruction. In order to further support design thinking, course scope and sequence documents (along with project plans) will be revised to more consistently ask students to engage in the design thinking process.			

Original GOAL from prior year LCAP:	Maintain very high attendance to ensure school receives state money, via ADA, to succeed.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: East Bay Inovation Academy Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Achieve 95% attendance rate 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 97.4%
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Implement system for positive and/or perfect attendance	\$13,500 (PCSGP)		Used Illuminate to track student attendance across the year.	\$13,500 (PCSGP)
Scope of service:			Scope of service:	
X_ALL			X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Communicated daily with families about student absences.	Included above		Achieved through the online family portal (based in Illuminate system).	Included above
Scope of service:			Scope of service:	

__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Developed a strategic intervention system for students falling below 90% attendance rate.		Included above	Students falling below 90% attendance rate participated in the School Support Team process. This included a grade level team meeting with the family, behavioral goals for the student and tracking of goal attainment as monitored by the advisor.		Included above
Scope of service:			Scope of service:		
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Earlier and incentivized intervention for students with attendance falling below 90%.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$12,732</u>
EBIA works to support low income, foster youth and English learner pupils in a number of ways. First, all students in these subpopulations are paired with an advisory with whom they will loop up across grades 6-12. These advisors receive professional development in executing a social emotional learning curriculum that develops communication, collaboration, self-directed learning and growth mindset in students. Further, these advisors work with student families to ensure the academic and social emotional learning success of all students. They meet regularly with families and work with students to develop a personalized learning plan that includes college and career readiness skills. Academically, EBIA supports an inclusion model of differentiated instruction to ensure that students who enter at instructional levels across the K-12 spectrum are able to be academically supported and challenged while ensuring they remain a part of the general education classroom. EBIA use of blended learning platforms such as Accelerated Math, Google Apps for Education and Curriculet personalize learning to support language acquisition for English learners, and the cloud-based blended learning tools offer easily accessible academic support for students in transitional housing.	

- B. In the box below, 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).

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). 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.

	%
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).