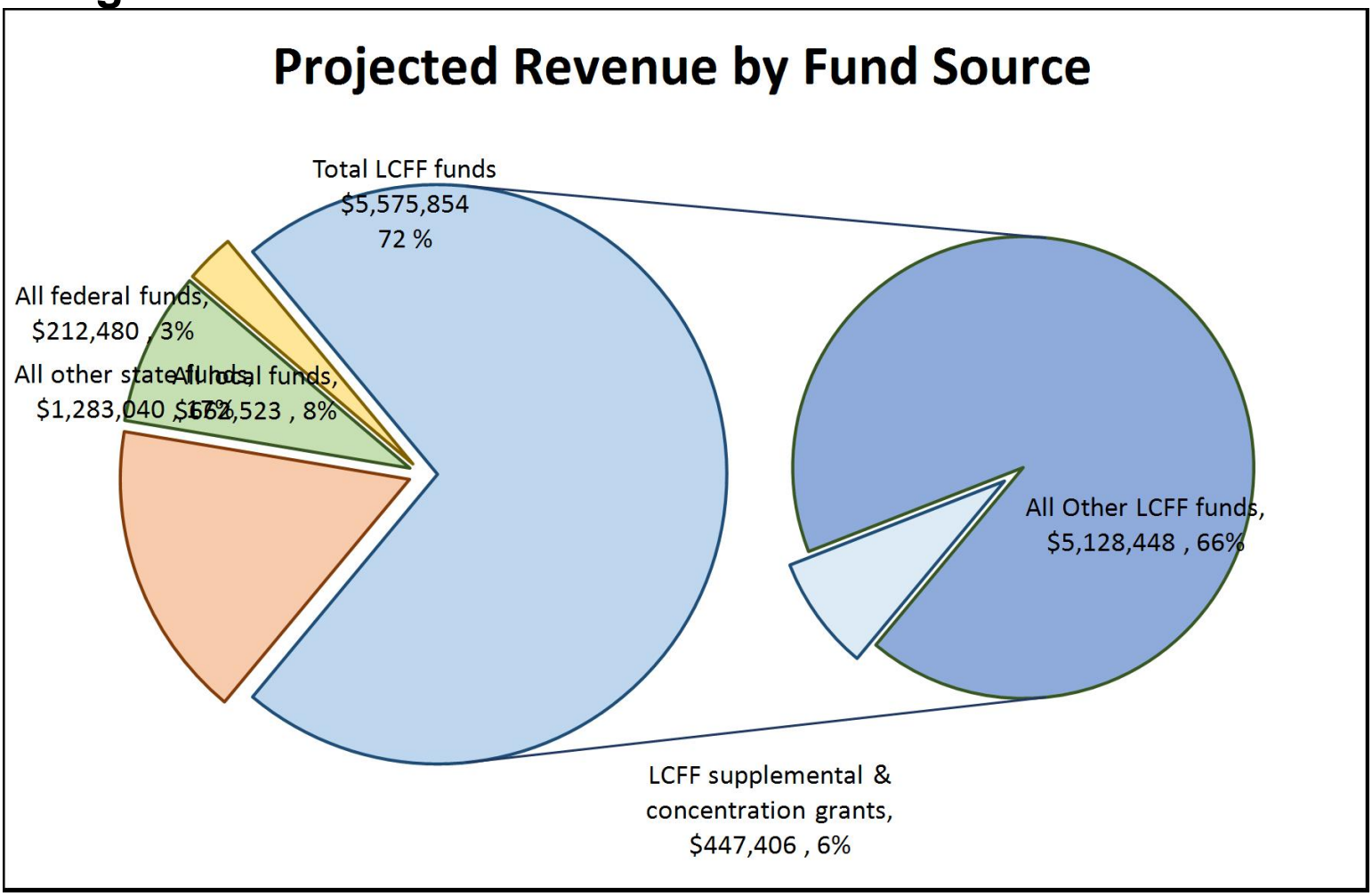
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Bay Innovation Academy
CDS Code: 01-61259-0129932
School Year: 2025-26
LEA contact information:
Miranda Thorman
Executive Director
miranda.thorman@eastbayia.org
510-577-9557

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

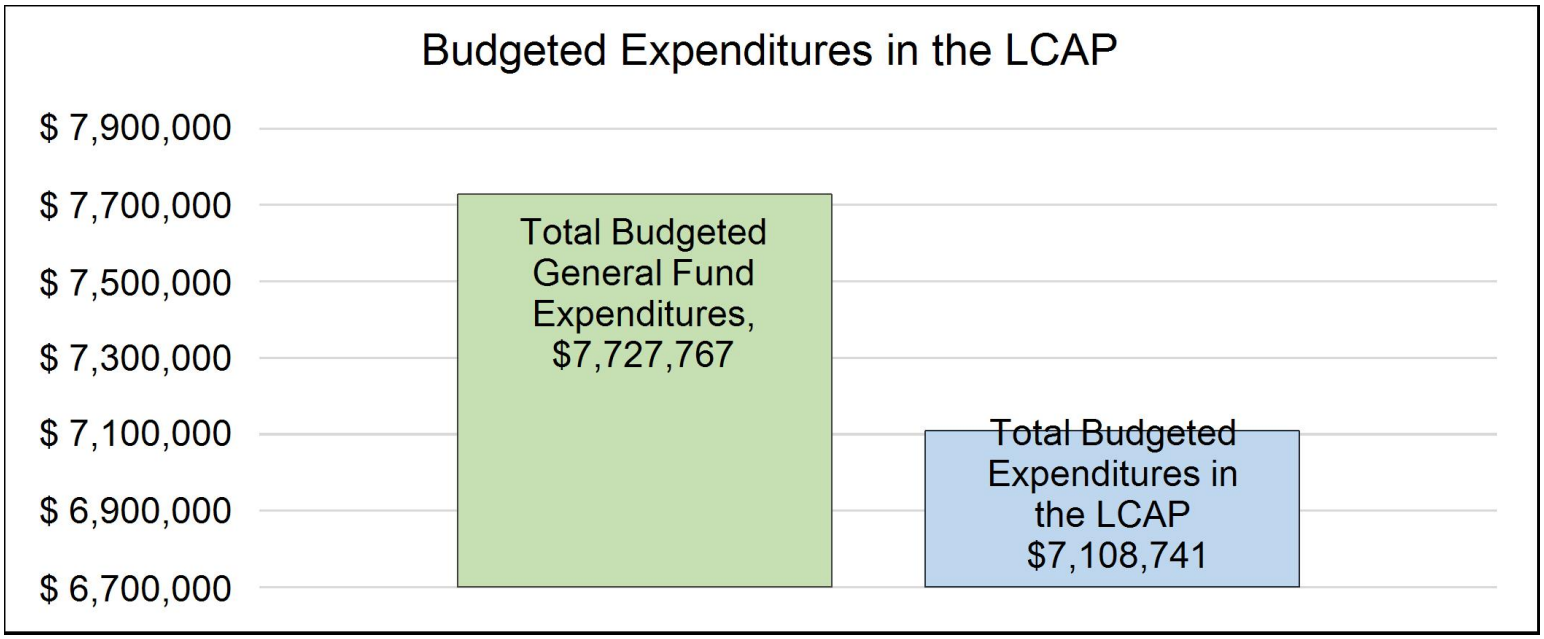


This chart shows the total general purpose revenue East Bay Innovation Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Bay Innovation Academy is $7,733,897, of which $5575854 is Local Control Funding Formula (LCFF), $1,283,040 is other state funds, $662523 is local funds, and $212,480 is federal funds. Of the $5575854 in LCFF Funds, $447406 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much East Bay Innovation Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: East Bay Innovation Academy plans to spend $7727767 for the 2025-26 school year. Of that amount, $7108741 is tied to actions/services in the LCAP and $619,026 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

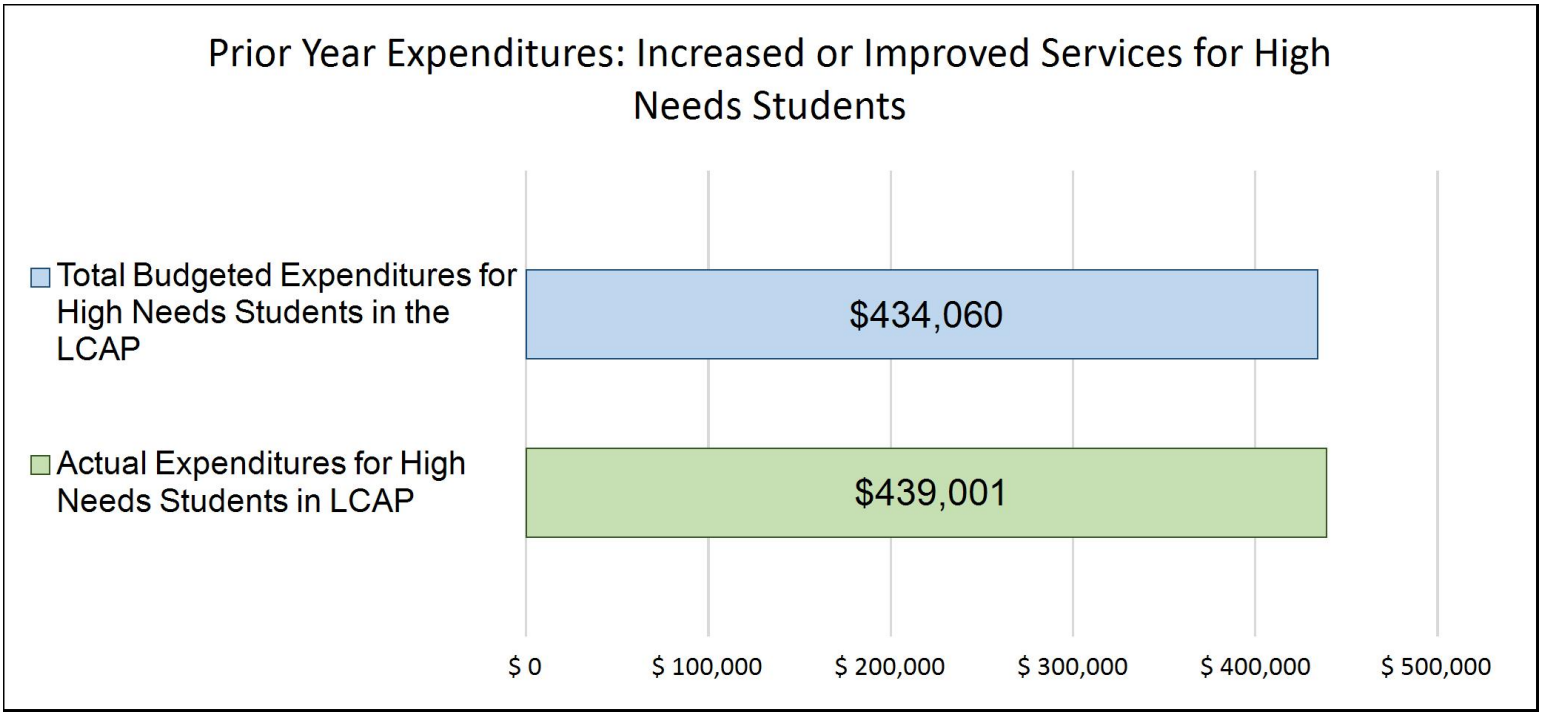
Other general fund budget expenditures not included in the LCAP include miscellaneous business and services expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, East Bay Innovation Academy is projecting it will receive $447406 based on the enrollment of foster youth, English learner, and low-income students. East Bay Innovation Academy must describe how it intends to increase or improve services for high needs students in the LCAP. East Bay Innovation Academy plans to spend $449509 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what East Bay Innovation Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what East Bay Innovation Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, East Bay Innovation Academy's LCAP budgeted $434060 for planned actions to increase or improve services for high needs students. East Bay Innovation Academy actually spent $439001 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Miranda Thorman Executive Director	miranda.thorman@eastbayia.org 510-577-9557

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Most traditional public schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond in order to ensure that 100% of our students are college and career ready. Further, we believe that this focus on 21st century skills will work to eliminate the opportunity gap that exists between various demographic groups system wide.

In order to end schooling “as we know it” for Oakland students, and by developing a coherent learning community that aligns school work with productive life in the global 21st century; EBIA declares the following set of goals:
To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences. To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland. To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:
We believe in POSSIBILITY and PERSEVERANCE: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.

We believe in CREATIVITY and CURIOSITY: we aim to develop students who pursue inquiry collaboratively with critical and creative minds.We value exploration, perspective, and determination.

We believe in COMMUNITY: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students' success. We value relationships, kindness, integrity, and respect.

We believe in the GREATER GOOD: Our school will open students' minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.

We believe in DIVERSITY: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from themselves in all aspects of life.

In the 2024-2025 school year, EBIA engaged in a strategic planning process and created a new Profile of a Graduate focused on developing students who are adaptable problem-solvers, who build inclusive communities, and who pursue their purpose and develop a deep sense of self.

In the 2024-2025 school year, EBIA served students in grades 6 – 12 with approximately 455 students on two campuses. Our students come from every zip code in Oakland representing a diverse and multifaceted community. EBIA maintains a strong CTE linked learning pathway that encompasses our mission, vision and program, through focus on Computer Science and Design Innovation.

Number of Students Enrolled by Grade Level
Grade 6: 59
Grade 7: 90
Grade 8: 81
Grade 9: 48
Grade 10: 62
Grade 11: 66
Grade 12: 51
Total Enrollment: 457

Percent of Total Enrollment by Student Group
Black or African American: 27.4%
American Indian or Alaska Native: .2%
Asian: 3.3%
Filipino: 1.3%
Hispanic or Latino: 40.4%
Native Hawaiian or Pacific Islander : n/a
White: 16.1%

Two or More Races: 8.2%
Not Reported: 3%

Socioeconomically Disadvantaged: 39.7%
English Learners: 10.5%
Students with Disabilities: 22%
Foster Youth: .01%

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

EBIA students improved their performance on the ELA SBAC by 15.2 points and are above standard by 9.2 points, with African American students improving by 17.4 points, Socioeconomically Disadvantaged students improving by 30.9 points, English Learners increasing by 15.5 points, and Latino students maintaining. Math SBAC also showed overall improvement of 6.1 points, with Socioeconomically Disadvantaged students improving by 20.8 points, Latino students improving 5.7 points, English Learners improving by 11.9 points, and African American students improving by 3.9 points. We are pleased to see growth overall, however, we must continue to improve in order to move above the standard in Math. Groups of particular concern are Students with Disabilities who declined in Math by 12.2 points and in ELA by 3.6 points.

We are particularly proud of our college and career metrics. 97% of our 2023 seniors met the "Prepared" criteria on the Dashboard, an increase of 6.6%, including 100% of our Socioeconomically Disadvantaged students. Our graduation rate was 97%. This included 93% of our Latino students, 100% of our Socioeconomically Disadvantaged students. Due to the size of the 2024 graduating class, disaggregated data is not available for all sub-groups. In addition, our A-G rate completion in 23-24 was 84%, a decrease from the prior year, which we attribute to an overall decrease in the class size and a few students who needed an alternative track. We anticipate an increase for the current class of 2025. While there was a 3.1% increase in our Chronic Absentee rate, our overall rate of 6.1% remains low and is 12.5% lower than the state average and 25% lower than our home district (Oakland Unified) average.

Our NWEA MAP growth data from the 23-24 school year shows a small percentage of growth across all sub-groups in ELA and Math, with the most significant proficiency growth in ELA in 6th and 7th grades. There was a 9% increase in ELA proficiency for African American and Latino 6th graders in ELA, which we attribute to our 6th grade literacy intervention pilot. We sustained similar growth for ELA and Math from 2024-2025.

Our Panorama Survey data from Spring 2025 shows growth in all categories for grades 6-8, including an 8% increase in "climate of support for academic learning," which we attribute to a change in our bell schedule and our PBIS program. Our 9-12 grade Panorama Survey data shows an increase in Safety and a small decrease in "sense of belonging", however, we saw more substantial decreases in "climate of support for academic learning" and "knowledge and fairness of discipline, rules, and norms." We attribute this decrease in part to staffing changes, though will reflect on this data as a team to ensure we are supporting students more effectively in the 25-26 school year.

Our Operational goals of improving family communication and increase family engagement was successful, as measured by an increase in attendance at family engagement events from 25% in October to 50% in May.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/a

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/Staff	Staff surveys; meetings with individual staff members; meetings with teacher union representatives
Administrators	Meetings; team data analysis including academic data, Panorama survey data, and student shadow data
Vision Committee - teachers and administrators	Convened committee of representative teachers and school administrators to gather data through empathy interviews, family survey, learning rounds, and other data. The vision committee analyzed data and shared data with staff for feedback.
Families	Solicited feedback in Parent Advisory Council meetings, family surveys, town hall meeting to share draft LCAP goals and actions
Board Members	Presented draft LCAP goals and actions for feedback
Students	Panorama survey; student focus groups, empathy interviews; student shadow by administrators

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from educational partners influenced the LCAP by identifying priorities for growth, including areas of strength we can build on and areas of challenge that need greater focus. In particular, the data collection work of the Vision Committee helped to better understand the trends we see in the Panorama survey and testing data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students are engaged in high quality, rigorous curriculum and instruction that meets them where they are and supports them to achieve their goals.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our students and families are clear that their educational opportunities at EBIA should focus on supporting them to succeed in the college and/or careers of their choice once they graduate. We know that in order to maintain our current graduation rate of 98%, all of our students must have access to high-quality, grade-level appropriate curriculum at each grade level from 6th-12th grade so that they can build the skills necessary to succeed. Our current student assessment data on NWEA MAP and SBAC shows that we need to do more to make sure the students who are not yet demonstrating proficiency in Literacy and Numeracy are not making sufficient growth during their time at EBIA. In particular, we need to support our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students to ensure that they are all reaching proficiency and are prepared for success. In addition we want to decrease the proficiency gap between our White students and our African American and Latino students. We believe that investing in high quality Tier 1 instructional practices and curriculum, providing Tier 2 intervention time and resources, and a strong full-inclusion support for our Students with Disabilities will help us achieve our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers fully credentialed and appropriately placed and correctly assigned Source: CALSAAS	66% fully credentialed, appropriately placed, and correctly assigned.	Updated in October		85%	Updated in October 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Baseline: 23-24 school year Source: CALSAAS				
1.2	% teacher vacancies Source: SARC	0 vacancies	0 vacancies		0 vacancies	0
1.3	Graduation Rate Source: California Dashboard	98% *Baseline: 22-23 school year	97% *24-25 school year		98%	-1%
1.4	CAASPP Math: Percent proficient AND Distance from Standard for all students and all statistically significant subgroups Source: California Dashboard	34.98% of students met or exceeded standard Students with Disabilities: 22.73% Socioeconomically Disadvantaged: 14.74% English Learners: 0% African American: 17.65% Latino: 25.64% All students: 51 points below standard Socioeconomically Disadvantaged: 103.9 below standard Students with Disabilities: 135.2 below standard English Learners: 119.5 below standard African American: 103.1 below standard Latino: 75.5 below standard	2024 Math Total Met & Exceeded: 35.37% Students with Disabilities: 10.41% Socioeconomically disadvantaged: 20.16% English Learners: 9.38% African American: 19.10% Hispanic & Latino: 24.07% All Students: 45.4 pts below standard (+6.1pts) Socioeconomically disadvantaged: 83.1 pts below standard (+ 20.8 pts)		50% of students met or exceeded standard Students with Disabilities: 37% Socioeconomically Disadvantaged: 30% English Learners: 15% African American: 32% Latino: 40% All students: 10 points below standard Socioeconomically Disadvantaged: 60 Students with Disabilities: 80 English Learners: 70	+.4% Students with Disabilities: -12.32 Socioeconomically Disadvantaged: +5.74 English Learners: +9.38% African American: +1.45 Latino: +1.57 All Students: 45.4 pts below standard (+6.1pts) Socioeconomically disadvantaged: 83.1 pts below standard (+ 20.8 pts) Students with disabilities: 147.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Baseline from CAASPP 2023 Source: California Dashboard/SmarterBalance Assessments	Students with disabilities: 147.3 pts below standard (-12.2 pts) English Learners: 107.6 pts below standard (+ 11.9 pts) African American: 99.2 pts below standard (+3.9 pts) Hispanic & Latino: 69.8 pts below standard (+5.7pts) Source California School Dashboard and CAASPP Results Website		African American: 60 Latino: 20	pts below standard (-12.2 pts) English Learners: 107.6 pts below standard (+ 11.9 pts) African American: 99.2 pts below standard (+3.9 pts) Hispanic & Latino: 69.8 pts below standard (+5.7pts)
1.5	CAASPP ELA: Distance from Standard for all students and all statistically significant subgroups AND percent proficient Source: California Dashboard	50% of students met or exceeded standard Students with Disabilities:19.57% Socioeconomically Disadvantaged: 27.66% English Learners: 8.33% African American: 26.19% Latino: 50% All students: 6 points below standard	2024 ELA Total Met & Exceeded: 53.21% Students with Disabilities: 12.24% Socioeconomically disadvantaged: 40% English Learners: 9.09% African American: 40.45% Hispanic & Latino: 43.12%		70% of students met or exceeded standard Students with Disabilities: 35% Socioeconomically Disadvantaged: 42%% English Learners: 23% African American: 40% Latino: 75%	Total Met & Exceeded: +3.21% Students with Disabilities: -7.33 Socioeconomically disadvantaged: +12.34 English Learners: +.76 African American: +14.26 Hispanic & Latino: -6.88

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 49 below standard Students with Disabilities: 86.4 below standard English Learners: 76.9 below standard African American: 53.3 below standard Latino: 12.6 below standard *Baseline from CAASPP 2023 Source: California Dashboard/SmarterBalance Assessments	All Students: 9.2 pts above standard (+15.2 pts) Socioeconomically disadvantaged: 18.1 pts below standard (+30.9 pts) Students with disabilities: 90 pts below standard (-3.6 pts) English Learners: 61.4pts below standard (-15.5 pts) African American: 36 pts below standard (-17.4 pts) Hispanic & Latino: 13.9 pts below standard (-1.3 pts) Source California School Dashboard and CAASPP Results Website		All students: 6 points below standard Socioeconomically Disadvantaged: 10 below standard Students with Disabilities: 40 below standard English Learners: 30 below standard African American: 20 below standard Latino: 0 below standard	All Students: 9.2 pts above standard (+15.2 pts) Socioeconomically disadvantaged: 18.1 pts below standard (+30.9 pts) Students with disabilities: 90 pts below standard (-3.6 pts) English Learners: 61.4pts below standard (-15.5 pts) African American: 36 pts below standard (-17.4 pts) Hispanic & Latino: 13.9 pts below standard (-1.3 pts)
1.6	% of students meeting NWEA MAP growth targets in Reading and Math. Source: NWEA	Updated baseline: Fall-Winter Growth 23-24 Math 52nd percentile for growth 27% >80%	Fall-Winter Growth 24-25 Math 52nd percentile for growth 29% >80%		Edited 24-25 70th percentile for growth in both ELA and Math	Math maintained growth percentile +1-2 percent for achievement ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17% 61st-80% 17% 41st-60th% 14% 21st-40th% 25% 1st-20th% ELA 52nd percentile for growth 24% >80% 19% 61st-80% 20% 41st-60th% 16% 21st-40th% 21% 1st-20th%	16% 61st-80% 15% 41st-60th% 16% 21st-40th% 24% 1st-20th% 50th percentile for growth ELA 26% >80% 15% 61st-80% 19% 41st-60th% 16% 21st-40th% 24% 1st-20th%			-2 percentile decrease in growth +1-2 percent for achievement
1.7	Implementation of all adopted standards, including ELD standards and CTE model standards) AND access to broad course of study Source: Local Measures	100%	100%		100%	0
1.8	% of students have access to their own copies of standards-aligned instructional materials for use at school and at home Source: Local Measures	100% Source: Local Measures	100%		100%	0
1.9	% of ELs who make annual progress in	38.5% making progress Reclassification: 0	25.6% making progress Reclassification: 14%		60% making progress Reclassification: 20% each year	-12.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English fluency as measured by the ELPAC and Reclassification rate Source: California Dashboard/DataQuest	*Baseline: 22-23 school year Source: California Dashboard	*23-24 School Year Source: California Dashboard			
1.10	A-G Completion percentage Source: Local Data	Less than 1% did not complete A-G requirements *Baseline 2023 graduating class Source: Local Data	94% *23-24 school year Source: Dashboard College & Career Levels and Measures Report		Less than 1% did not complete A-G	-6%
1.11	CTE Pathway Completion Source: Local Data	92% of 12th graders completed CTE Pathway. *Baseline: 22-23 school year Source: Local Data	94% *23-24 school year Source: Dashboard College & Career Levels and Measures Report		100% of 12th graders complete CTE Pathway	+2%
1.12	Dual Enrollment course offerings, enrollment, and successful completion Source: Local Data	1 offering 23-24 school year 53 students enrolled (100% 12th grade) Source: Local Data	2 offered 24-25 school year Source: Local Data		4 offerings 60% students enrolled 100% successful completion	+1
1.13	% of students receiving 3 or higher on AP exams AND number of AP courses offered Source: College Board	62% of students received a 3 or higher on AP exams 9 courses offered *Baseline: 22-23 school year Source: College Board	68% of students received a 3 or higher on AP exams 11 courses offered *23-24 school year		80% 10 courses offered	+6% +2 additional courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: College Board			
1.14	% of graduates accepted into a 4-year college Source: Local Data	93% graduates accepted into a 4-year college. *Baseline: 23-24 school year Source: Local Data	69% 25-26 school year		95% graduates accepted into 4-year college.	-24%
1.15	% of students meeting "prepared" criteria for college and career readiness. Source: California Dashboard	90% *Baseline from 22-23 school year Source: California Dashboard	97% *23-24 school year Source: California Dashboard		95%	+7%
1.16	% of students accepted into a 4-year college out of number that applied to a 4-year college Source: Local Data *Added 25-26	93% of students accepted into a 4-year college out of number that applied to a 4-year college *Baseline: 23-24 school year	90% * 25-26 school year		95%	-3%
1.17	% of graduates with a college or career plan in place (enrolled in program, apprenticeship, or job) Source: Local Data *Added 25-26	n/a	92% *25-26 school year		98% of graduates have a college or career plan in place	n/a

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We were able to work on all the actions outlined in this goal. We saw an overall improvement in Tier 1 instruction during the 24-25 school year with all teaching positions filled, regular coaching for all teachers, combined professional development time, and stronger implementation of Professional Learning Communities. Our year one implementation of Illustrative Math in grades 6-10 was supported through our partnership with TNTP and has resulted in stronger math instruction and better pacing to cover the math curriculum. We have continued to support the implementation of our CTE pathway and have a full-time staff member who supports students in their dual-enrollment classes. We provided stronger Tier 2 support for our 6-8 graders by changing how we use our Independent Learning Time, including implementing Lexia and Zearn to support foundational literacy and numeracy skill development. We were also fully-staffed in our Special Education department and able to provide pull-out and push-in services to all students with IEPs. Our ELD support started later in the year than planned, but we are now providing small group support for our ELL students. Overall we were successful in creating higher quality and more consistent Tier 1 and 2 instruction through greater focus on Tier 1 instruction and curriculum. We experienced challenges in implementing support for our ELL students, largely due to staff capacity.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Our focus on Tier 1 instruction and support through coaching, hiring and retention, and Professional Learning Communities has been effective in supporting stronger overall instruction in the classroom. We have yet to see the impact on student data as measured by MAP tests in the 24-25 school year and we are awaiting the results of the CAASPP assessments in the spring of 2025. Our Tier 2 practices have been effective in supporting students, particularly in the 6-8 grades, though we will need to further assess the strength of our program after we receive CAASPP results. We want to expand our support to ELL students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated metrics for college/career plans to reflect our updated Profile of a Graduate, that focuses on students graduating with a clear college and/or career path. We do not require students to apply to a 4-year college, so we added a metric for 4-year college acceptances based on total number of students applying to a 4-year college, along with the percentage of total graduates accepted to a 4-year college. We are continuing to partner with an external partner to support our math curriculum implementation and math instructional goals, however we are switching from TNTP to Lavinia Group. We are adding a specific action for ELL students focused on curricular support for small group instruction for English Learners and professional development for teachers.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Ensure that all students have access to high quality Tier 1 instruction.	Provide all students with high quality Tier 1 instruction from properly credentialed teachers. Ensure all teaching positions are filled with a credentialed teacher. Provide regular instructional coaching to all teachers, with more frequent coaching for teachers new to EBIA. Provide weekly Professional Development and time for Professional Learning Communities to deepen and improve instructional practices.	$2,727,403.00	No
1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	The LEA will continue to provide students access to high quality materials, both teacher-created and adopted. We will expand our math curriculum pilot of Open Up Resources curriculum from 6th grade to 6th-10th grade. We will continue work begun in 22-23 with TNTP to evaluate our curricular materials to ensure that all materials offer access to grade-appropriate rigor and will continue to implement updates to curriculum. Update: for the 25-26 school year we will partner with the Lavinia Group instead of TNTP.	$119,761.00	No
1.3	Support all students to graduate A-G eligible, with support to enroll in college and/or pursue the career path of their choice.	Maintain college and career preparedness staffing. Continue to implement CTE Pathway in Computer Science and Design and pursue Gold Standard CTE Certification by fully integrating our Pathway into our 9-12 courses. Provide additional support for Students with Disabilities in their CTE courses with an additional Instructional Aide position. Maintain our AP for all program by continuing to support teachers with AP training and look to expand our AP offerings. Increase our dual enrollment opportunities and support for students in dual enrollment courses with a support staff member.	$333,534.00	No
1.4	Provide Tier 2 and 3 support to students who need additional	Provide Tier 2 literacy and numeracy support during Independent Learning Time using Lexia (literacy) and Zearn (math), in addition to individual and small group instruction with teachers, Education Specialists, and Instructional Aides.	$92,122.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instruction or support to be successful.			
1.5	Strong full-inclusion Special Education model.	Continue to implement and maintain a strong full-inclusion Special Education model that supports students with IEPs both in and out of the classroom. Provide additional support and accommodations for students with 504 plans.	$859,685.00	No
1.6	Provide increased support for English Learners (new action 25-26)	We will allocate .2 funding for one of our Education Specialists to provide English Language Development support to students who are English Learners. This will include implementation of Voyager Sopris Rewards curriculum and Lexia English. We will provide professional development to all teachers in Universal Design for Learning and strategies to increase opportunities for academic vocabulary development, reading comprehension, and oral communication.	$11,948.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build and sustain a positive school culture that supports a strong culture of learning both in and out of the classroom.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We have developed this goal in response to a wide range of data, including the Panorama survey, internal family and student surveys, and the work of our Vision Committee and School Leadership Team, including student and staff empathy interviews, student shadow days, and instructional rounds. While we have seen some growth over the past two years in student survey responses regarding feelings of safety and belonging, our school falls below national averages and students and families often raise concerns about feelings of safety and belonging in our schools. In addition, our teachers and leadership team members see a need for greater consistency and structure in and out of classrooms to support positive behavior and greater engagement. We have worked to build positive culture activities for students, including advisory and school-wide activities and would like to continue to grow that program to increase student engagement and joy. We have seen significant success in the decline of our Chronic Absentee rate and our strong ADA, however we want to continue to work to ensure that student experience on campus is postiive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absentee Rates for all students and all numerically significant subgroups Source: California Dashboard	3.4% Latino: 3.4% Two or More Races: 4.8% Socioeconomically Disadvantaged: 5.6% Students with Disabilities: 4.3% White: 4.8% African American: 2.5%	6.5% Latino: 7.9% Two or More Races: 6.8% Socioeconomically Disadvantaged: 8.2% Students with Disabilities: 8.7% White: 4%		2% Latino: 2% Two or More Races: 2% Socioeconomically Disadvantaged: 2% Students with Disabilities: 2% White: 2%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*22-23 school year Source: California Dashboard	African American: 5.7% *23-24 school year Source: California Dashboard		African American: 2%	
2.2	Suspension Rates for all students and all numerically significant subgroups Source: California Dashboard	4.8% Students with Disabilities: 12.9% Latino: 6.3% Two or More Races: 2.5% Socioeconomically Disadvantaged: 6.7% White: 4.8% African American: 4.7% *22-23 school year Source: California Dashboard	7.1% Students with Disabilities: 9.6% Latino: 4.8% Two or More Races: 8.6% Socioeconomically Disadvantaged: 8.4% White: 2.2% African American: 13% *23-24 School Year Source: California Dashboard		2% Students with Disabilities: 4% Latino: 3% Two or More Races: 1% Socioeconomically Disadvantaged: 3% White: 2% African American: 2%	+2.3%
2.3	Average Daily Attendance Source: Attendance Reports	96% 6-8 grades 92% 9-12 grades *22-23 school year Source: Attendance Reports	6-8: 96.01% 9-12: 93.54% *23-24 school year Source: Attendance Reports		98% 6-8 grades 94% 9-12 grades	6-8 = 0 difference 9-12 = +1.54%
2.4	School Culture and climate survey - students Source: Panorama Survey	9-12 grades (47% response rate) Climate of Support for Academic Learning: 84% favorable	9-12 grades (50.2% response rate +3%) Climate of Support for Academic		Increase response rate to 85% 10% increase in each category	9-12 +3% response rate Climate of Support for Academic Learning -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Knowledge and Fairness of Discipline, Rules, and Norms: 76% favorable Safety: 70% favorable Sense of Belonging: 59% favorable 6-8 grades (66% response rate) Climate of Support for Academic Learning: 70% favorable Knowledge and Fairness of Discipline, Rules, and Norms: 62% favorable Safety: 48% favorable Sense of Belonging: 53% favorable *Spring 23-24 Source: Panorama Survey	Learning: 75% favorable (-9%) Knowledge and Fairness of Discipline, Rules, and Norms: 63% favorable (-13%) Safety: 72% favorable (+2%) Sense of Belonging: 58% favorable (-1%) 6-8 grades (74% response rate +8%) Climate of Support for Academic Learning: 78% favorable (+8%) Knowledge and Fairness of Discipline, Rules, and Norms: 67% favorable (+5%) Safety: 52% favorable (+4%) Sense of Belonging: 57% favorable (+4%) *Spring 24-25 Source: Panorama Survey			Knowledge and Fairness of Discipline, Rules, and Norms: -13% Safety: +2% Sense of Belonging: -1% 6-8 +8% response rate Climate of Support for Academic Learning: +8% Knowledge and Fairness of Discipline, Rules, and Norms: +5% Safety: +4% Sense of Belonging: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	School Culture and climate survey - staff Source: Panorama Survey	33% response rate Educating all Students: 72% favorable Teaching Efficacy: 62% favorable Cultural Awareness and Action: 58% favorable Belonging: 53% favorable School Climate: 52% favorable School Leadership: 47% favorable Resources for Student Support: 44% favorable Feedback and Coaching: 40% favorable	31% response rate Educating all Students: 67% favorable (-5%) Teaching Efficacy: 77% favorable (+15%) Cultural Awareness and Action: 56% favorable (-2%) Belonging: 57% favorable (+4%) School Climate: 59% favorable (+7%) School Leadership: 33% favorable (-14%) Resources for Student Support: 33% favorable (-11%) Feedback and Coaching: 55% favorable (+15%)		85% response rate 10% increase in each category	-2% response rate Educating all Students: -5% Teaching Efficacy: +15% Cultural Awareness and Action: -2% Belonging: +4% School Climate: +7% School Leadership:- 14% Resources for Student Support: -11% Feedback and Coaching: +15%
2.6	School Culture and climate survey - families Source: Panorama Survey	Will establish baseline in 24-25 school year	School Safety: 77% favorable School Climate: 72% favorable Family Engagement 11% favorable		10% increase in each category	Baseline established 24-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percent of families responding to family survey Source: Panorama Survey	Will establish baseline in 24-25 school year	23% 87 responses/381 families		60% response rate	Baseline established 24-25
2.8	% parents/guardians attending two student-led conferences annually Source: Parent/Teacher/Student conference attendance logs	Will establish baseline in 24-25 school year	Tri 1 - 67.2% Tri 2 - 56.5% Attended Both 48% *Teacher reported attendance logs *Grades 6-11 (not 12th)		80% attendance	Baseline established 24-25
2.9	Checkpoint Panorama Student Surveys to assess impact of SEL curriculum Source: Panorama Survey	Will establish baseline in 24-25 school year	Chose not to implement this survey - will not include this metric moving forward		5% increase annually	Baseline established 24-25
2.10	Advisory curriculum implementation as measured through advisory walk-throughs (percentage of advisors adhering to expected curriculum) *Source: EBIA walk-through data	New for 25-26	New metric. Will establish baseline in 25-26		90% implementation	Baseline will be established 25-26

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We were able to fully staff all positions, including our mental health intern and we saw an overall positive impact on school culture. Our culture staff was able to follow through with planned positive culture activities and restorative responses. Our internal data shows a decrease in suspensions and an increase in attendance at family events. Our PBIS program plans shifted based on a change in staffing and ownership of the program. We did not fully implement a process for tracking and rewarding positive behavior on an individual level, but did implement a new "House" structure that awards Advisory and House groups for positive behavior. We faced multiple challenges in attempting to implement an afterschool program for our 9-12 graders, including lack of interest amongst students, staffing challenges, and challenges developing community partnerships. We are adjusting our action for the 25-26 school year to focus more on extracurricular opportunities and supports during the school day and will continue to explore ways to support students who want to engage in athletic opportunities outside our school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We saw an overall increase in positive sentiment in our student culture and climate survey in grades 6-8, which reflects the work done to increase positive culture building and positive incentives. We want to continue to build on that work to see more improvements in coming years. Our high school did not see an overall increase, which attribute to challenges with continuity in staffing and we plan to reflect on the student feedback to build strong systems in the 25-26 school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We decided not to implement the Panorama Checkpoint surveys and will remove that metric. We are focusing on improving our Advisory structure in the 25-26 school year, which we added to action 2.1. We added metric 2.10 to measure advisory implementation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Create and maintain a positive school culture with strong restorative justice practices.	Assign three staff members to take primary responsibility for building and sustaining a positive school culture, with support from the school Principal. These staff members will design norms, practices, and structures to support positive behavior on both school campuses. They will support behavioral and discipline-related work and lead restorative conversations and projects. In addition they will plan student activities, celebrations, assemblies, and other activities that build school connection. They will support the development of advisory curriculum to provide social-emotional learning opportunities for students and to respond to areas of need that are identified throughout the school year. For the 25-26 school year we are focusing on our advisory program and plan to have a more comprehensive curriculum for advisory teachers and to focus on supporting teachers to implement the curriculum.	$336,942.00	No
2.2	Create and implement school-wide PBIS program.	The Director of Student Support Services will work with other staff members to create a PBIS structure, building on strong practices of individual teachers, to implement in 6-12 grades. We will adopt a tracking system to support the program.	$177,464.00	Yes
2.3	Support student mental health and social emotional learning	We are increasing funding for our mental health support for students by adding a mental health intern position. The mental health intern will work with our school counselor to provide individual and group counseling for students. The counselor will also support the advisory program by working with the school culture staff to create advisory curriculum for all students.	$126,827.00	Yes
2.4	Provide high quality after school enrichment opportunities for all students.	We will be partnering with an external vendor, Hands on Tech, to provide a high quality after school program for our 6-8 grade students that aligns with our school focus of STEAM education. In addition, we will maintain our 6-8 afterschool athletic program. We are creating a new afterschool program for 9-12 students starting in the 24-25 school year, in response to student and family feedback. The program will be staffed by our Instructional Aides and will include peer tutoring, credit recovery opportunities, and SAT prep	$148,500.00	No

Action #	Title	Description	Total Funds	Contributing
		classes. We are planning to partner with community volunteers to also offer arts and athletic enrichment opportunities for our 9-12 grade students. Update for 25-26 - we will not continue to operate an afterschool program for our 9-12 grade students, as that program was not well-attended during the 24-25 school year. Based on student feedback, we will offer more club and enrichment opportunities during the school day at lunch and other times.		
2.5	Increase family engagement	Increase family engagement opportunities. New for 25-26 we will be partnering with Families in Action to lead a campaign for family engagement as we approach our charter renewal in 26-27.	$26,024.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain strong and sustainable operational, technology, and financial models to support enrollment, attendance, family communication, and student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

EBIA

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Rating on State of California Facilities Inspection Tool (FIT) Source: State of California Facilities Inspection Tool (FIT)	"Good Rating" - 90-100% *Baseline 22-23 school year Source: FIT test	"Good Rating: - 90-100% *24-25 school year Source: FIT test		"Good Rating" - 90-100%	0
3.2	Parent Square number of families we are able to contact and view messages. Source: ParentSquare	Able to contact 99% of families via ParentSquare *Baseline 23-24 school year Source: ParentSquare	Able to contact 99% of families via ParentSquare *24-25 school year Source: ParentSquare		100% 80% message views	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Edit Metric for 24-25 and forward: % of Students who stay enrolled at EBIA from October to October per Census Day Prior Metric: % of Students who stay enrolled at EBIA from June to June (including no-shows in August) Source: PowerSchool	9.5% loss 6-8 grades 12% loss 9-12 grades *Baseline 23-24 school year Source: PowerSchool	20.9% loss 6-8 grades 3% gain 9-12 grades Edit to October-October per Census Day for this metric *24-25 school year Source: PowerSchool		3% loss 6-8 grades 4% 9-12 grades	Changed metric - will establish difference in 25-26
3.4	Average Daily Attendance Rate Source: CALPADS	ADA 92% 9-12 grades ADA 96% 6-8 grades *Baseline 22-23 school year Source: CALPADS	ADA 93.54% 9-12 grades ADA 96.01% 6-8 grades *23-24 school year Source: CALPADS		ADA 95% 9-12 grades ADA 96% 6-8 grades	6-8= 0 9-12 = +3.54%
3.5	% of 8th graders who matriculate into 9th grade at EBIA Source: PowerSchool	Will establish baseline in 24-25.	40% Source: Internal data (will confirm in August 2025)		70% of 8th graders will matriculate to 9th grade at EBIA.	Baseline established 24-25
3.6	Independent audit for compliance Source: Audit Firm	No material findings *Baseline 22-23 school year Source: Clifton Larsen	No material findings Source: Christy White		No material findings	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Chromebook Access Source: internal data	100% of students have 1:1 access to working Chromebooks *Baseline 23-24 school year Source: Internal data	100% of students have 1:1 access to working Chromebooks Source: internal data		100% of students have 1:1 access to working Chromebooks	0
3.8	% of families who attend Lower School Expos and student led conferences Source: internal data	Will establish baseline in 24-25	October - 57/230 = 25% February - 93/230 = 40% May - 114/230 = 50% Student Led Conferences (2x/year) 6-8th- 63% 9-11th = 51% *Baseline 25-26 Source: internal check-in documents		At least one family engagement event or conference is attended by 70% of families each year. (edited for clarity 24-25) Source: Internal Data	Baseline established 24-25

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During this school year, EBIA has focused on maintaining strong and sustainable operational, technology, and financial models to support enrollment and overall school success. We strategically staffed our team based on enrollment needs, leveraging individual strengths to ensure all key areas outlined in our goals were effectively addressed. To enhance family communication, we utilized our parent communication platform, ParentSquare, which has been developed to provide families with streamlined access to important school updates. Through this tool, parents can receive timely communications, sign permission slips for field trips, register for afterschool programs and sports, and manage student attendance-related communications—all in one centralized location. We saw an increase in family engagement,

with an increase in the percentage of families attending Lower School project expos from 25% in October to 50% in May, which we attribute to increased communication.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Ultimately, in terms of our core communication tools and foundation components such as 'Parent Square' or ADA- we feel that a strong baseline allows for strong outcomes i.e. the ability to access nearly 100% of our families daily continues to translate to strong overall attendance. New goals included tracking parent engagement. We set fairly considerable goals this year and those we did not meet, we marked an improvement on. 36% of our 8th grade students from SY23-24 matriculated to 9th in SY24-25 for the 25-26 school year we have retained 4% more students to the highschool. While this is not the 70% we had set the target for we did mark an increase retention.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We do not have any planned changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain strong school operational staffing and systems enrollment, and engagement.	Maintain staffing for a strong operations team that focuses on healthy financial systems, support for staff, including credentialing support, support for enrollment and school systems.	$692,260.00	No
3.2	Provide technology to students and staff to support learning	We will continue our 1:1 Chromebook program for students to support our blended learning model. We will continue to maintain and improve our technology infrastructure and staff devices to support our blended learning model.	$135,635.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	We will maintain facilities that support high quality student learning and improve learning spaces to support student engagement.	$991,877.00	No
3.4	Provide healthy breakfast and lunch for all students	Continue to provide healthy breakfast and lunch for all students through our participation in the National School Lunch program.	$146,660.00	No
3.5	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	Maintain our Student Information System and continue to utilize NWEA MAP and Panorama to monitor student learning and engagement.	$49,941.00	No
3.6	Increase family engagement and maintain strong communication.	We will increase family engagement opportunities by creating more family events, including Cafecitos with the staff members, family work days, project expos, and other events. Maintain communication through the ParentSquare platform. Ensure translation services are available at all events.	$3,569.00	No
3.7	Attendance support to reduce Chronic Absenteeism	Support strong attendance through robust data collection, review of chronic absentee data in COST meetings, family meetings to support strong attendance.	$128,589.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$447,406	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.724%	0.000%	$0.00	8.724%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Provide Tier 2 and 3 support to students who need additional instruction or support to be successful. **Need:** Unduplicated Pupils are often more in need of Tier 2 and 3 support in order to reach grade level proficiency and beyond.	These supports are offered to any student who needs additional academic support, including Unduplicated Pupils but these supports are not limited to Unduplicated Pupils.	1.3, 1.4, 1.5, 1.6, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Create and implement school-wide PBIS program. **Need:** Unduplicated Pupils will benefit from a strong PBIS structure to help them maintain positive interactions at school. **Scope:** LEA-wide	All students will benefit from the PBIS structure.	2.1, 2.2, 2.3, 2.4, 2.5
2.3	**Action:** Support student mental health and social emotional learning **Need:** Unduplicated Pupils may have higher mental health support needs and these resources will be prioritized for students with the highest need and least access to support outside of school. **Scope:** LEA-wide	All students will have access to Tier One Social Emotional Learning through the advisory program and those with higher needs will have access to counseling.	2.1, 2.2, 2.3, 2.4, 2.5, 2.9
3.7	**Action:** Attendance support to reduce Chronic Absenteeism **Need:**	We will provide personalized attention for students who are chronically absent to help provide the support necessary to ensure students are able to get to school on time on a daily basis.	3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils are disproportionately represented amongst students who are Chronically Absent or struggle with regular attendance. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Provide increased support for English Learners (new action 25-26) **Need:** English Learners need additional support to build their English language speaking, reading and writing skills, in addition to support accessing grade level curriculum. This need is clear based on ELPAC and CAASPP data. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the need by providing additional Tier 1 and 2 support for English Learners through curriculum to support English Language Development, small group support, and Tier 1 strategies to support English Learners in the general education classroom setting.	1.5, 1.6, 1.7, 1.8, 1.9

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,128,448	447,406	8.724%	0.000%	8.724%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,408,600.00	$920,214.00	$625,977.00	$153,950.00	$7,108,741.00	$5,255,124.00	$1,853,617.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Ensure that all students have access to high quality Tier 1 instruction.	All	No			All Schools	ongoing	$2,711,953.00	$15,450.00	$2,469,572.00		$214,956.00	$42,875.00	$2,727,403.00	
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	All	No			All Schools	ongoing	$0.00	$119,761.00	$36,311.00		$83,450.00		$119,761.00	
1	1.3	Support all students to graduate A-G eligible, with support to enroll in college and/or pursue the career path of their choice.	All	No			All Schools	ongoing	$288,938.00	$44,596.00	$67,963.00		$265,571.00		$333,534.00	
1	1.4	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$78,217.00	$13,905.00	$92,122.00				$92,122.00	
1	1.5	Strong full-inclusion Special Education model.	Students with Disabilities	No			All Schools		$859,685.00	$0.00	$418,078.00	$441,607.00			$859,685.00	
1	1.6	Provide increased support for English Learners (new action 25-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$9,948.00	$2,000.00	$11,948.00				$11,948.00	
2	2.1	Create and maintain a positive school culture with strong restorative justice practices.	All	No			All Schools		$306,647.00	$30,295.00	$274,442.00			$62,500.00	$336,942.00	
2	2.2	Create and implement school-wide PBIS program.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$168,964.00	$8,500.00	$125,464.00		$52,000.00		$177,464.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Support student mental health and social emotional learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$126,827.00	$0.00	$91,386.00	$35,441.00			$126,827.00	
2	2.4	Provide high quality after school enrichment opportunities for all students.	All	No			All Schools	ongoing	$20,000.00	$128,500.00	$48,500.00	$100,000.00			$148,500.00	
2	2.5	Increase family engagement	All	No			All Schools		$10,000.00	$16,024.00	$16,024.00		$10,000.00		$26,024.00	
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.	All	No			All Schools	ongoing	$509,093.00	$183,167.00	$692,260.00				$692,260.00	
3	3.2	Provide technology to students and staff to support learning	All	No			All Schools	ongoing	$0.00	$135,635.00	$135,635.00				$135,635.00	
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	All	No			All Schools	ongoing	$0.00	$991,877.00	$730,405.00	$261,472.00			$991,877.00	
3	3.4	Provide healthy breakfast and lunch for all students	All	No			All Schools	ongoing	$36,263.00	$110,397.00	$16,391.00	$81,694.00		$48,575.00	$146,660.00	
3	3.5	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	All	No			All Schools	ongoing	$0.00	$49,941.00	$49,941.00				$49,941.00	
3	3.6	Increase family engagement and maintain strong communication.	All	No			All Schools	ongoing	$0.00	$3,569.00	$3,569.00				$3,569.00	
3	3.7	Attendance support to reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$128,589.00	$0.00	$128,589.00				$128,589.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,128,448	447,406	8.724%	0.000%	8.724%	$449,509.00	0.000%	8.765 %	**Total:**	$449,509.00
								LEA-wide Total:	$437,561.00
								Limited Total:	$11,948.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Ensure that all students have access to high quality Tier 1 instruction.				All Schools	$2,469,572.00	
1	**1.2**	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.				All Schools	$36,311.00	
1	**1.3**	Support all students to graduate A-G eligible, with support to enroll in college and/or pursue the career path of their choice.				All Schools	$67,963.00	
1	**1.4**	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	Yes	LEA-wide	English Learners Low Income	All Schools	$92,122.00	
1	**1.6**	Provide increased support for English Learners (new action 25-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$11,948.00	
2	**2.1**	Create and maintain a positive school culture with				All Schools	$274,442.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		strong restorative justice practices.						
2	2.2	Create and implement school-wide PBIS program.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,464.00	
2	2.3	Support student mental health and social emotional learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	$91,386.00	
2	2.5	Increase family engagement				All Schools	$16,024.00	
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.				All Schools	$692,260.00	
3	3.2	Provide technology to students and staff to support learning				All Schools	$135,635.00	
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.				All Schools	$730,405.00	
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income		$128,589.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,286,200.00	$6,696,233.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Ensure that all students have access to high quality Tier 1 instruction.	No	$2,890,891.00	2,739,769
1	**1.2**	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	No	$13,500.00	18,253
1	**1.3**	Support all students to graduate A-G eligible, with support to enroll in college and/or pursue the career path of their choice.	No	$369,505.00	329,711
1	**1.4**	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	Yes	$119,644.00	119020
1	**1.5**	Strong full-inclusion Special Education model.	No	$1,010,621.00	745178
2	**2.1**	Create and maintain a positive school culture with strong restorative justice practices.	No	$386,804.00	365918
2	**2.2**	Create and implement school-wide PBIS program	Yes	$50,377.00	67402
2	**2.3**	Support student mental health and social emotional learning	Yes	$132,252.00	130,093
2	**2.4**	Provide high quality after school enrichment opportunities for all students.	No	$185,023.00	180,063
2	**2.5**	Increase family engagement	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Maintain strong school operational staffing and systems enrollment, and engagement.	No	$647,565.00	570,347
3	**3.2**	Provide technology to students and staff to support learning	No	$137,068.00	127,239
3	**3.3**	Maintain and improve facilities and learning spaces to support student learning and engagement.	No	$981,601.00	976,094
3	**3.4**	Provide healthy breakfast and lunch for all students	No	$169,351.00	138,554
3	**3.5**	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	No	$56,911.00	62,641
3	**3.6**	Increase family engagement and maintain strong communication.	No	$3,300.00	3,465
3	**3.7**	Attendance support to reduce Chronic Absenteeism	Yes	$131,787.00	122486

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
364589	$434,060.00	$439,001.00	($4,941.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	Yes	$119,644.00	119020		
2	2.2	Create and implement school-wide PBIS program	Yes	$50,377.00	67402		
2	2.3	Support student mental health and social emotional learning	Yes	$132,252.00	130,093		
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	$131,787.00	122486		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4871583	364589	0	7.484%	$439,001.00	0.000%	9.011%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC