# East Bay Innovation Academy

## Special Board Meeting

**Date and Time**
Wednesday June 27, 2018 at 7:00 PM PDT

**Location**
Zoom: Join from PC, Mac, Linux, iOS or Android: https://zoom.us/j/111294487 Or iPhone one-tap :
US: +16699006833,,111294487# or +16465588656,,111294487# Or Telephone: Dial(for higher
quality, dial a number based on your current location): US: +1 669 900 6833 or +1 646 558 8656
Meeting ID: 111 294 487

Special Board Meeting to approve LCAP for 2018 - 2019

Join from PC, Mac, Linux, iOS or Android: https://zoom.us/j/111294487
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## Agenda

|  | Purpose | Presenter | Time |
| --- | --- | --- | --- |
| **I. Opening Items** |  |  | **7:00 PM** |
|   **A.** Record Attendance and Guests |  | Rochelle Benning | 1 m |
|   **B.** Call the Meeting to Order |  | Rochelle Benning | 1 m |
|   **C.** Public Comment |  | Rochelle Benning | 5 m |
| **II. Governance** |  |  |  |
| **III. Academic Excellence** |  |  | **7:07 PM** |
|   **A.** Review and Approve Final Version of LCAP Plan for 2018-2019 | Vote | Devin Krugman | 5 m |
| **IV. Finance and Development** |  |  | **7:12 PM** |
|   **A.** Re-Certify Financial Multi-Year Plan based on Final LCAP | Vote | Devin Krugman | 2 m |

- no change from previously approved multi-year plan.

## V. Closing Items                                                              **7:14 PM**

**A.** Adjourn Meeting                  Vote            Rochelle Benning              1 m

# Cover Sheet

## Review and Approve Final Version of LCAP Plan for 2018-2019

**Section:**    III. Academic Excellence
**Item:**    A. Review and Approve Final Version of LCAP Plan for 2018-2019
**Purpose:**    Vote
**Submitted by:**
**Related Material:**

2018_Local_Control_and_Accountability_Plan_&_Annual_Update_East_Bay_Innovation_Academy_20180626

**LCAP Year** (select from 2017-18, 2018-19, 2019-20)

| |
|---|
| **2018-19** |

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| East Bay Innovation Academy | Devin Krugman<br>Head of School | 510-577-9557<br>dkrugman@eastbayia.org |

# 2017-20 Plan Summary
## The Story
Describe the students and community and how the LEA serves them.

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.

Core Beliefs:
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 2017-2018 school year, East Bay Innovation Academy ("EBIA") was in its 4th year of operation and served grades 6 – 10.  Throughout this year, EBIA served approximately 480 students come from every zip code in Oakland representing a diverse and multifaceted community.

# LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The key features of this year's LCAP are ensuring that all students from all demographic groups are equitably served as connected to our annual goals.  This means that a specific focus is placed on first implementing our model (e.g. project-based learning, blended learning, technology implementation, positive school culture and climate, attendance support, etc.), next on strategically employing our resources to meet the needs of our highest needs students.  This is addressed through academic intervention, implementation of restorative justice practices and a social emotional learning curriculum and increased focus on establishing consistent school culture and climate systems and family communication.

# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The greatest area of progress is how EBIA has managed to provide and maintain basic services for students and the school. Specifically, this year we have been able to meet most of the annual measurable outcomes in this category. Further, initial SBAC results for the 2017-2018 school year indicate an increase in proficiency for current students, along with strong culture and climate data collected via our annual school wide survey.  This increase in proficiency is mirrored within our NWEA MAP assessment data. The successful completion of the majority of these goals suggest that EBIA is in fact meeting its goal of providing basic services for students and the school, while also increasing the academic proficiency and school culture and climate experience for our highest need students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Referring to the LCFF Evaluation Rubrics, the one state indicators for which overall performance was in the "red" or "orange" performance category as of Fall 2017 was in the category of suspension rate. In response to this, the LEA is planning to address this area in two main ways. One is through the hiring of a full time restorative justice coordinator. The purpose of this position is to have full time support towards remediation of conflict at a lower escalation level in order to preempt suspension. The second is through the hiring of a school culture and climate coach/dean of students. The purpose of this position is to support the development of school culture and climate systems that clarify behavioral norms and expectations along with positive incentives all focused on addressing Tier I behavioral issues and preempting Tier II and Tier III conflicts and concerns.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

The state indicators for which performance for any student group was two or more performance levels below the "all student" performance include English Language Arts scores for English Learners, Socioeconomically Disadvantages students, African American students and Hispanic students. The steps that the LEA is planning to take to address these performance gaps includes utilization of blended learning platforms that provide personalized interventions in the areas of reading and language, a unified intervention system delivered by teachers during our Independent Learning Time (ILT) periods, and designing our teacher professional development, coaching and evaluation system to focus on decreasing the above named gaps.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

East Bay Innovation will provide various structures to improve services for our low income, English learner, and foster youth. This year, we will utilize our independent learning time period to better target and provides supports for the aforementioned subgroups. One critical shift we are making in this area is as opposed to students being able to choose which teacher they will go to for ILT, students are now directed in accordance with their greatest need by teachers. This will result in these subgroups getting the targeted support time they need in order to be successful. Moreover, we have also initiated a summer school program that identifies students who have traditionally struggled and will help to provide an additional 4 weeks of remediation and acceleration in the subjects in which they need the most help.

# Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
|---|---|
| Total General Fund Budget Expenditures For LCAP Year | $5,341,868 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | $653,151.00 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

While our LCAP covers many of our largest expenditures, it does not cover some of our general operating costs that are drawn from the general fund. For example, we pay for our facilities costs through the general fund and LCAP does not cover this expense. Special Education is another major general fund expense that is not cover in this LCAP. Other major expenses that are drawn from the general fund that are not covered in this LCAP are utilities and intercession.

| DESCRIPTION | AMOUNT |
|---|---|
| Total Projected LCFF Revenues for LCAP Year | $3,840,467 |

# Annual Update

**LCAP Year Reviewed:  2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 1

Provide and maintain basic services for students and school.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning)<br>Priority 2: State Standards (Conditions of Learning)<br>Priority 3: Parental Involvement (Engagement)<br>Priority 6: School Climate (Engagement)<br>Priority 7: Course Access (Conditions of Learning) |
|---|---|
| Local Priorities: | |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>100% of core academic teachers will be NCLB compliant.<br><br>**17-18**<br>100% of core academic teachers will be NCLB compliant.<br><br>**Baseline**<br>90% of core academic teachers are NCLB compliant. | 100% of core academic teachers are NCLB compliant. |
| **Metric/Indicator**<br>85% of faculty reaches Personal Educator Plan goals.<br><br>**17-18**<br>85% of faculty reaches Personal Educator Plan goals.<br><br>**Baseline**<br>80% of faculty reaches Personal Educator Plan goals. | To be finalized and approved at the August 2018 board meeting. |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>90% of community demonstrate satisfaction with school on the annual school wide survey.<br><br>**17-18**<br>72% of community demonstrate satisfaction with school on the annual school wide survey.<br><br>**Baseline**<br>80% of community demonstrate satisfaction with school on the annual school wide survey. | 75% of community demonstrate satisfaction with school on the annual school wide survey. |
| **Metric/Indicator**<br>95% of students will be prepared to take A-G courses in high school.<br><br>**17-18**<br>85% of students will be prepared to take A-G courses in high school.<br><br>**Baseline**<br>78% of students prepared to take A-G courses in high school. | 83% of students prepared to take A-G courses in high school. |
| **Metric/Indicator**<br>100% "Good" ratings on SARC.<br><br>**17-18**<br>100% "Good" ratings on SARC.<br><br>**Baseline**<br>90% for those metrics owned or influenced by the LEA. | 100% "Good" ratings on SARC. |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| Provide professional development and support to ensure teaching staff delivers creative, personalized and innovative learning experiences to all students. | BTSA training and support for new staff.<br>Human resources support for all staff.<br>Professional development summer training for all staff. | Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 25,613 | Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 26913 |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Ensure proper technology is in place so that all students can access curriculum and demonstrate mastery of material digitally. | Purchase and maintain a computer fleet that provides 1:1 laptop access to all EBIA students. | Chromebook purchases and replacements 4000-4999: Books And Supplies LCFF 58000 | Chromebook purchases 4000-4999: Books And Supplies LCFF 56958 |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Provide equal course access to all students on a college preparatory track. | Cover costs and ensure that 100% of high school students sit for at least one college preparatory assessment throughout the school year including the PSAT and AP exams. NWEA MAP assessments. | Staff tech needs 4000-4999: Books And Supplies LCFF 8,500 | Student assessment 5000-5999: Services And Other Operating Expenditures LCFF 11000 |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of professional development sessions related to human resources (HR, credentialing, etc.) and professional educator plan goal setting.  Implementation of internal and external staff surveys to track community satisfaction with school program, communication systems to engage families and contractual partnerships to support student connection to and satisfaction with broader Oakland community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Increase in community satisfaction as demonstrated on surveys, increase in credentialing compliance as demonstrated by human resources credential tracking, coaching and supervision.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased support and cost coverage for high school college readiness assessments for high needs students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Clarity in use of tools to track progress and provide data for strategic planning.  Increase in school based support systems for staff.

# Annual Update

**LCAP Year Reviewed:** 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>90% of students demonstrate satisfaction with the school on the annual school wide survey.<br><br>**17-18**<br>85% of students demonstrate satisfaction with the school on the annual school wide survey.<br><br>**Baseline**<br>72% of students demonstrate satisfaction with the school on the annual school wide survey. | 77% of students demonstrate satisfaction with the school on the annual school wide survey. |
| **Metric/Indicator**<br>90% of students report feeling safe and supported on campus.<br><br>**17-18**<br>85% of students report feeling safe and supported on campus.<br><br>**Baseline**<br>75% of students report feeling safe and supported on campus. | 73% of students report feeling safe and supported on campus. |
| **Metric/Indicator**<br><10% suspension rate. | 4% suspension rate. |

| Expected | Actual |
|---|---|
| **17-18**<br><10% suspension rate.<br><br>**Baseline**<br><10% suspension rate. | |
| **Metric/Indicator**<br>75% of students indicate a sense of belonging and equity and connectedness of student groups<br><br>**17-18**<br>65% of students indicate a sense of belonging and equity and connectedness of student groups<br><br>**Baseline**<br>60% of students indicate a sense of belonging and equity and connectedness of student groups | 65% of students indicate a sense of belonging and equity and connectedness of student groups |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Implement daily Morning Meeting and Advisory times to create a sense of community and to honor students embracing the Innovator norms. | Hiring of Unconditional education coach, behavioral support specialist and student support advisor for staff professional development and systems oversight. | Advisory support   $7,097 | School culture and climate support from contractor to build systems 5000-5999: Services And Other Operating Expenditures LCFF 22300 |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Train and support all staff on positive school culture and discipline plan. | Hiring and training of Director of Equity and Social Emotional learning to support and supervise school culture and discipline plan. | Professional Development - train DESEL who in turn established curriculum and support and facilitates ongoing development and sustainability of school | Hiring and In-house training for DESEL 1000-1999: Certificated Personnel Salaries LCFF 89610 |

|  |  | culture and disciple plan. The Dean of Studentes performs this function at the High School. $3,821 |  |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Teach social-emotional curriculum and embed it throughout curricula. | Social emotional learning curriculum for use in advisory. | instructional materials for social-emotional learning curriculum. $68,779 | Whole Human Project/curricula, Wildwood training 5000-5999: Services And Other Operating Expenditures LCFF 4600 |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

EBIA's school culture and climate is built around the idea that faculty will provide personalized academic, social and emotional support services to students throughout their day.  In its inaugural year, the school has divided this work into two major streams.  One is via our school's advisory program.  All students are organized into 16-18 student advisories with an assigned advisor who loop up with them across grades 6-8, and another advisory that loops up with them across grade 9-12.  This advisor teaches students a diverse social emotional learning curriculum that touches on such topics as goal setting, conflict resolution, identity development and individual organization and project management.  Students work with their advisor to develop a personalized learning plan monitored by the student, advisor and family across the year and containing goals for academic and social emotional growth.  The second is our school's social-emotional learning curriculum.  Advisories meet for 45 min., once a week, to discuss topics related to social emotional learning – communication, relationships, health education, etc.  EBIA has used curricular resources for SEL from Wildwood, Whole Human Project and High Resolves.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our current school culture and climate plan is monitored via our yearly school culture and climate survey (the School Climate Assessment Inventory run by Seneca Family Services), along with our tracking of predictive data associated with school culture – attendance, suspensions, etc.  In the 2017-2018 schoolyear, EBIA was able to strategically react to this data by providing staff with SEL focused professional development, as well as providing a staff stipend for a staff member to serve as a restorative justice coordinator.  These changes have produced more positive outcomes on interim culture and climate surveys for students, as well as a decrease in Tier III student conflict.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional school culture and climate consultant contracts executed and staff member hired to support and increase in high needs students. Some social-emotional curriculum resources (High Resolves) acquired for no cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Plan is directly aligned to the goal of decreasing suspension rate across all student groups.

# Annual Update

**LCAP Year Reviewed:** **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>90% of students will be able to describe the principles of design thinking and how they've applied those principles to their work.<br><br>**17-18**<br>85% of students will be able to describe the principles of design thinking and how they've applied those principles to their work.<br><br>**Baseline**<br>67% able to quantify until end of school year the % of students able to describe the principles of design thinking and how they've applied those principles to their work. | 80% able to quantify until end of school year the % of students able to describe the principles of design thinking and how they've applied those principles to their work. |
| **Metric/Indicator**<br>Blended Learning will be integrated into 90% of the curriculum. | Blended learning was integrated into 100% of the curriculum. |

| Expected | Actual |
|---|---|
| **17-18**<br>Blended Learning will be integrated into 80% of the curriculum.<br><br>**Baseline**<br>Blended learning is integrated into 60% of the curriculum. | |
| **Metric/Indicator**<br>All students will exhibit one culminating project at the end of the semester and at the end of the year.<br><br>**17-18**<br>All students will exhibit one culminating project at the end of the semester and at the end of the year.<br><br>**Baseline**<br>By the end of the school year, students will have exhibited at least two culminating projects. | By the end of the school year, 95% of students exhibited at least one culminating project. |
| **Metric/Indicator**<br>85% of students will successfully complete all goals in Personalized Learning Plan.<br><br>**17-18**<br>80% of students will successfully complete all goals in Personalized Learning Plan.<br><br>**Baseline**<br>70% of students will successfully complete all goals in Personalized Learning Plan. | 78% of students will successfully complete all goals in Personalized Learning Plan. |
| **Metric/Indicator**<br>85% of students demonstrate at least one year of growth in math, science, history and ELA.<br><br>**17-18**<br>80% of students demonstrate at least one year of growth in math, science, history and ELA.ill make 5% targeted growth from beginning of year to end of year on established diagnostic.<br><br>**Baseline**<br>75% of students demonstrate at least one year of growth in math, science, history and ELA. | 80% of students demonstrate at least one year of growth in math, science, history and ELA. |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| Train all staff and students on design thinking principles and incorporate those principles in all phases of work. | Professional development, coaching and evaluation for teaching staff. | Professional Development $113,277 | In-house training by DIIs, PD included above 1000-1999: Certificated Personnel Salaries LCFF 88400 |

## Action 2

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach | Core curriculum materials and supplies including educational technology platforms to manage personalized learning. | Curriculum materials and supplies.  $92,908 | Materials and supplies, curriculum, core curriculum, ed tech 4000-4999: Books And Supplies LCFF $66619 |

## Action 3

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| Students will collaborate, manage change and take ownership of their learning experiences. | Coordination and oversight of work-based learning, internships and intersession programming. | Included above.  $92,908 | Intersession programming 5000-5999: Services And Other Operating Expenditures LCFF 80800 |
| | | | Linked Learning Consultant 5000-5999: Services And Other Operating Expenditures LCFF 10000 |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of internal and external academic assessments to track student growth (SBAC, NWEA MAP assessments, ELPAC assessments). Professional development for staff around project based learning, blended learning and standards alignment. Implementation of intersession program. Implementation of Capstone projects and end of year exhibition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Increase in SBAC and NWEA MAP performance across grade levels, subject areas and subpopulations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional professional development training taken on by in-house staff members. Less than anticipated costs for educational technology contracts. Organization of student ownership of learning experiences have been integrated into our intersession programming and as part of our high school linked learning work.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None at this time.

# Annual Update

**LCAP Year Reviewed:  2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

# Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Achieve 95% attendance rate.<br><br>**17-18**<br>Achieve 95% attendance rate.<br><br>**Baseline**<br>Achieved a 96% attendance rate for middle school, 92% for high school. | To be finalized and approved at the August 2018 board meeting. |

## Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|

| Implement system for positive and/or perfect attendance. | Use of messaging and outreach through our Student Information System. | Illuminate $30,000 | Illuminate 5000-5999: Services And Other Operating Expenditures LCFF $17,000 |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Communicate daily with families about student absences. | Use of messaging and outreach through our School Messenger system. | Upper School Dean of Students $30,000 | Included above and School Messenger ($2000) 5000-5999: Services And Other Operating Expenditures LCFF 2000 |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Develop a strategic intervention system for students falling below 90% attendance rate. | Included above. | Included above. $30,000 | Included above in actions 1 and 2 |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Ongoing communication and meetings with families to align attendance to positive school culture and climate and academic goals. Attendance tracking through the use of our Student Information System. Use of robocall system to alert families of tardiness and absences. Use of SARB and SST systems to complete outreach to families as related to attendance and intervene as necessary.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Ability to maintain target average daily attendance. Increased communication with families. Increased supports and intervention for high needs students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Executed contract for student information system less than expected, and aspects of attendance outreach and engagement brought into existing communication systems.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None at this time.

# Annual Update

**LCAP Year Reviewed:  2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

No Goal Stated

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|----------|--------|

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

East Bay Innovation Academy has consulted with a wide variety of constituents in the planning process for this LCAP/Annual Review and Analysis. Specifically, we have:
1. Held parent meetings through our monthly "Cafelitos"
2. Administered the Seneca School Climate Survey to parents, students, and staff
3. Held daily staff meetings
4. Held monthly board meetings
5. Held staff focus group sessions to review overall academic and operations program.
6. Held family focus group sessions to review overall academic and operations program.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations have impacted us in the following ways:
1. Modified the curricular materials and educational technology software that we use across our academic, social emotional learning and communication systems.
2. Modified our staffing structure and organizational chart to better align FTE positions to LCAP goal areas.
3. We have worked to further enhance our professional development structure to more directly address our LCAP goal areas.

# Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

# Goal 1

Provide and maintain basic services for students and school.

## State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Identified Need:

High quality teaching staff and rigorous academic program that supports community satisfaction and academic achievement for all students.

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 100% of core academic teachers will be NCLB compliant. | 90% of core academic teachers are NCLB compliant. | 100% of core academic teachers will be NCLB compliant. | 100% of core academic teachers will be NCLB compliant. | 100% of core academic teachers will be NCLB compliant. |
| 85% of faculty reaches Personal Educator Plan goals. | 80% of faculty reaches Personal Educator Plan goals. | 85% of faculty reaches Personal Educator Plan goals. | 90% of faculty reaches Personal Educator Plan goals. | 95% of faculty reaches Personal Educator Plan goals. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 90% of community demonstrate satisfaction with school on the annual school wide survey. | 80% of community demonstrate satisfaction with school on the annual school wide survey. | 72% of community demonstrate satisfaction with school on the annual school wide survey. | 80% of community demonstrate satisfaction with school on the annual school wide survey. | 85% of community demonstrate satisfaction with school on the annual school wide survey. |
| 95% of students will be prepared to take A-G courses in high school. | 78% of students prepared to take A-G courses in high school. | 85% of students will be prepared to take A-G courses in high school. | 90% of students prepared to take A-G courses in high school. | 95% of students prepared to take A-G courses in high school. |
| 100% "Good" ratings on SARC. | 90% for those metrics owned or influenced by the LEA. | 100% "Good" ratings on SARC. | 100% "Good" ratings on SARC. | 100% "Good" ratings on SARC. |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Location(s) |
|---|---|
| All<br>[Add Students to be Served selection here] | All Schools<br>[Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners<br>Foster Youth<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>Schoolwide<br>[Add Scope of Services selection here] | All Schools<br>[Add Location(s) selection here] |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| BTSA training and support for new staff. Human resources support for all staff. Professional development summer training for all staff. | BTSA training and support for new staff. Human resources support for all staff. Professional development summer training for all staff. | BTSA training and support for new staff. Human resources support for all staff. Professional development summer training for all staff. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 26,913 | 20000 | 20400 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Professional Development | 5000-5999: Services And Other Operating Expenditures Professional Development | 5000-5999: Services And Other Operating Expenditures Professional Development |

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |
| [Add Students to be Served selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |
| [Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners<br>Foster Youth<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>[Add Scope of Services selection here] | All Schools<br>[Add Location(s) selection here] |
|---|---|---|

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Purchase and maintain a computer fleet that provides 1:1 laptop access to all EBIA students. | Purchase and maintain a computer fleet that provides 1:1 laptop access to all EBIA students. | Purchase and maintain a computer fleet that provides 1:1 laptop access to all EBIA students. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 56958 | 128600 | 93,600 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 4000-4999: Books And Supplies student Chromebooks-100 machines for new students and 50% of 1st year computers replaced | 4000-4999: Books And Supplies student Chromebooks- new fleets to replace outdated fleets for two grade levels | 4000-4999: Books And Supplies Chromebook replacements and new purchases |

# Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All<br>[Add Students to be Served selection here] | All Schools<br>[Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners<br>Foster Youth<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>[Add Scope of Services selection here] | All Schools<br>[Add Location(s) selection here] |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Cover costs and ensure that 100% of high school students sit for at least one college preparatory assessment throughout the school year including the PSAT and AP exams. NWEA MAP assessments. | Support costs and ensure that 100% of high school students sit for at least one college preparatory assessment throughout the school year including the PSAT and AP exams. NWEA MAP assessments. | Support costs and ensure that 100% of high school students sit for at least one college preparatory assessment throughout the school year including the PSAT and AP exams. NWEA MAP assessments. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 11000 | 3651 | 3968 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures student assessment | 5000-5999: Services And Other Operating Expenditures student assessment | 5000-5999: Services And Other Operating Expenditures student assessment |

# Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |
|---|

# Goal 2

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

## State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 5: Pupil Engagement (Engagement) |
|---|---|
| | Priority 6: School Climate (Engagement) |
| Local Priorities: | |

## Identified Need:

| Positive and safe school culture and climate. |
|---|

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 90% of students demonstrate satisfaction with the school on the annual school wide survey. | 72% of students demonstrate satisfaction with the school on the annual school wide survey. | 85% of students demonstrate satisfaction with the school on the annual school wide survey. | 90% of students demonstrate satisfaction with the school on the annual school wide survey. | 95% of students demonstrate satisfaction with the school on the annual school wide survey. 100% compliant. |
| 90% of students report feeling safe and supported on campus. | 75% of students report feeling safe and supported on campus.ents report feeling safe and supported on campus. | 85% of students report feeling safe and supported on campus. | 85% of students report feeling safe and supported on campus. | 90% of students report feeling safe and supported on campus. |
| <10% suspension rate. | <10% suspension rate. | <10% suspension rate. | <8% suspension rate. | <5% suspension rate. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 75% of students indicate a sense of belonging and equity and connectedness of student groups | 60% of students indicate a sense of belonging and equity and connectedness of student groups | 65% of students indicate a sense of belonging and equity and connectedness of student groups | 70% of students indicate a sense of belonging and equity and connectedness of student groups | 75% of students indicate a sense of belonging and equity and connectedness of student groups |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|

| Hiring of Unconditional education coach, behavioral support specialist and student support advisor for staff professional development and systems oversight. | Hiring of Dean of Students for staff professional development and systems oversight. | Hiring of Dean of Students for staff professional development and systems oversight. |
|---|---|---|

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 22300 | 82400 | 85284 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures School culture and climate support from contractor to build systems | 1000-1999: Certificated Personnel Salaries Staff and DESEL and Director of Innovative Instruction establish curriculum for lesson planning and work collaboratively with staff to educate to the Innovator Norms and facilitate during Morning Meeting and Advisory. Teaching staff are trained during Professional Development days and DESEL attends conferences/workshops and trains teachers. | 1000-1999: Certificated Personnel Salaries Staff and DESEL and Director of Innovative Instruction establish curriculum for lesson planning and work collaboratively with staff to educate to the Innovator Norms and facilitate during Morning Meeting and Advisory. Teaching staff are trained during Professional Development days and DESEL attends conferences/workshops and trains teachers. |

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners<br>Foster Youth<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>[Add Scope of Services selection here] | [Add Location(s) selection here] |
|---|---|---|

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Hiring and training of Director of Equity and Social Emotional learning to support and supervise school culture and discipline plan. | Hiring and training of Restorative Justice coordinator to support and supervise school culture and discipline plan. | Hiring and training of Restorative Justice coordinator to support and supervise school culture and discipline plan. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 89610 | 40000 | 51750 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Hire and train DESEL who in turn established curriculum and support and facilitates ongoing development and sustainability of school culture and disciple plan. The Director of Innovative Instruction performs this function at the High School. | 2000-2999: Classified Personnel Salaries<br>Hire and train Restorative Justice coordinator to support DESEL and assist in managing the school culture and discipline plan | 2000-2999: Classified Personnel Salaries<br>Hire and train Restorative Justice coordinator to support DESEL and assist in managing the school culture and discipline plan |

# Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All | All Schools |
|---|---|
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners<br>Foster Youth<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>[Add Scope of Services selection here] | All Schools<br>[Add Location(s) selection here] |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Social emotional learning curriculum for use in advisory. | Social emotional learning curriculum, educational technology platform and advisor professional development on curriculum for use in advisory. | Social emotional learning curriculum, educational technology platform and advisor professional development on curriculum for use in advisory. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 4600 | 6800 | 6800 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Whole Human Project/curricula, Wildwood training | 4000-4999: Books And Supplies Kickboard | 4000-4999: Books And Supplies Kickboard |

# Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

# Goal 3

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

## State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

## Identified Need:

Alignment of mission and vision to school academic program implementation.

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 90% of students will be able to describe the principles of design thinking and how they've applied those principles to their work. | 67% able to quantify until end of school year the % of students able to describe the principles of design thinking and how they've applied those principles to their work. | 85% of students will be able to describe the principles of design thinking and how they've applied those principles to their work. | 85% able to quantify until end of school year the % of students able to describe the principles of design thinking and how they've applied those principles to their work. | 90% able to quantify until end of school year the % of students able to describe the principles of design thinking and how they've applied those principles to their work. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Blended Learning will be integrated into 900% of the curriculum. | Blended learning is integrated into 60% of the curriculum. | Blended Learning will be integrated into 100% of the curriculum. | Blended learning was integrated into 100% of the curriculum. | Blended learning was integrated into 100% of the curriculum. |
| All students will exhibit two culminating projects by the end of the school year. | By the end of the school year, students will have exhibited at least two culminating projects. | All students will exhibit one culminating project at the end of the semester and at the end of the year. | All students will exhibit two culminating projects by the end of the school year. | All students will exhibit two culminating projects by the end of the school year. |
| 85% of students will successfully complete all goals in Personalized Learning Plan. | 70% of students will successfully complete all goals in Personalized Learning Plan. | 80% of students will successfully complete all goals in Personalized Learning Plan. | 85% of students will successfully complete all goals in Personalized Learning Plan. | 85% of students will successfully complete all goals in Personalized Learning Plan. |
| 85% of students demonstrate at least one year of growth in math, science, history and ELA. | 75% of students demonstrate at least one year of growth in math, science, history and ELA. | 80% of students demonstrate at least one year of growth in math, science, history and ELA. | 85% of students demonstrate at least one year of growth in math, science, history and ELA. | 85% of students demonstrate at least one year of growth in math, science, history and ELA. |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners | LEA-wide | All Schools |
|---|---|---|
| Foster Youth | [Add Scope of Services selection here] | [Add Location(s) selection here] |
| Low Income | | |
| [Add Students to be Served selection here] | | |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Professional development, coaching and evaluation for teaching staff. | Train all staff and students on design thinking principles and incorporate those principles in all phases of work. | Train all staff and students on design thinking principles and incorporate those principles in all phases of work. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 88400 | 199000 | 205,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries In-house training by DIIs, PD included above | 1000-1999: Certificated Personnel Salaries In-house training by DIIs | 1000-1999: Certificated Personnel Salaries in-house training by DIIs |

# Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All | All Schools |
|---|---|
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners<br>Foster Youth<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>[Add Scope of Services selection here] | All Schools<br>[Add Location(s) selection here] |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Unchanged Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Core curriculum materials and supplies including educational technology platforms to manage personalized learning. | Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach | Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 66619 | 48700 | 70380 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 4000-4999: Books And Supplies Materials and supplies, curriculum, edtech | 4000-4999: Books And Supplies Included above in goal 1 | 4000-4999: Books And Supplies Included above in goal 1 |

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All<br>[Add Students to be Served selection here] | All Schools<br>[Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners<br>Foster Youth<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>[Add Scope of Services selection here] | All Schools<br>[Add Location(s) selection here] |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Coordination and oversight of work-based learning, internships and intersession programming. | Students will collaborate, manage change and take ownership of their learning experiences with the support of college and career readiness coaching and program supervision. | Students will collaborate, manage change and take ownership of their learning experiences with the support of college and career readiness coaching and program supervision. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 80800 | 95000 | 97850 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Intersession programming | 1000-1999: Certificated Personnel Salaries<br>College Readiness Director | 5000-5999: Services And Other Operating Expenditures<br>College Readiness Director, Linked Learning consultant |

| | | | |
|---|---|---|---|
| Amount | 10000 | 10000 | 10000 |
| Source | Locally Defined | Locally Defined | Locally Defined |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Linked Learning Consultant | 5000-5999: Services And Other Operating Expenditures Linked Learning Consultant | 5000-5999: Services And Other Operating Expenditures Linked Learning Consultant |

# Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

# Goal 4

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

## State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

## Identified Need:

Consistent attendance from all student subpopulations.

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Achieve 95% attendance rate. | Achieved a 96% attendance rate. | Achieve 95% attendance rate. | Achieve 95% attendance rate. | Achieve 95% attendance rate. |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All | All Schools |
|---|---|
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners<br>Foster Youth<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>[Add Scope of Services selection here] | All Schools<br>[Add Location(s) selection here] |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Use of messaging and outreach through our Student Information System. | Use of messaging and outreach through our Student Information System. | Use of messaging and outreach through our Student Information System. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 17000 | 17000 | 17000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Illuminate | 5000-5999: Services And Other Operating Expenditures Illuminate | 5000-5999: Services And Other Operating Expenditures Illuminate |

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Use of messaging and outreach through our School Messenger system.

2018-19 Actions/Services

Use of messaging and outreach through our School Messenger system.

2019-20 Actions/Services

Use of messaging and outreach through our School Messenger system.

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 2000 | 2000 | 2000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures school messenger | 5000-5999: Services And Other Operating Expenditures School Messenger | 5000-5999: Services And Other Operating Expenditures School Messenger |

# Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Develop a strategic intervention system for students falling below 90% attendance rate. | Develop a strategic intervention system for students falling below 95% attendance rate. | Develop a strategic intervention system for students falling below 95% attendance rate. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 0 | 0 | 0 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Included above in actions 1 and 2 | 5700-5799: Transfers Of Direct Costs Included above. | 5000-5999: Services And Other Operating Expenditures Included above |

# Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

# Goal 5

## State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Identified Need:

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

**OR**

## Actions/Services

## Budgeted Expenditures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $222458 | 5% |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Support costs and ensure that 100% of high school students sit for at least one college preparatory assessment throughout the school year including the PSAT and AP exams.
Hiring and training of Restorative Justice coordinator to support and supervise school culture and discipline plan.
Students will collaborate, manage change and take ownership of their learning experiences with the support of college and career readiness coaching and program supervision.
Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $164535 | 2.63% |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Support costs and ensure that 100% of high school students sit for at least one college preparatory assessment throughout the school year including the PSAT and AP exams.

Hiring of Unconditional education coach, behavioral support specialist and student support advisor for staff professional development and systems oversight.

Students will be offered blended learning opportunities to access the curriculum in a personalized, differentiated approach.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

# Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.*

# Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections.  When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits.  LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

# Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

# Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

## Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

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Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal.  Actions and services that are implemented to achieve the identified goal may be grouped together.  LEAs may number the action/service using the "Action #" box for ease of reference.

**New/Modified/Unchanged:**

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template.  If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### 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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

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# Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

> 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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year.  To improve services means to grow services in quality and to increase services means to grow services in quantity.  This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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**Priority 6: School Climate** as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS
## Guiding Questions: Annual Review and Analysis

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 *EC* 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 school sites 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?

## Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

# Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

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?

*Prepared by the California Department of Education, October 2016*

# LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|---|---|---|---|---|---|---|
| Funding Source | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 560,903.00 | 476,200.00 | 476,200.00 | 653,151.00 | 664,032.00 | 1,793,383.00 |
| LCFF | 468,790.00 | 476,200.00 | 466,200.00 | 643,151.00 | 654,032.00 | 1,763,383.00 |
| Locally Defined | 92,113.00 | 0.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | | | | | |
|---|---|---|---|---|---|---|
| Object Type | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 560,903.00 | 476,200.00 | 476,200.00 | 653,151.00 | 664,032.00 | 1,793,383.00 |
| 1000-1999: Certificated Personnel Salaries | 468,790.00 | 178,010.00 | 178,010.00 | 376,400.00 | 290,284.00 | 844,694.00 |
| 2000-2999: Classified Personnel Salaries | 0.00 | 0.00 | 0.00 | 40,000.00 | 51,750.00 | 91,750.00 |
| 4000-4999: Books And Supplies | 0.00 | 123,577.00 | 123,577.00 | 184,100.00 | 170,780.00 | 478,457.00 |
| 5000-5999: Services And Other Operating Expenditures | 66,500.00 | 174,613.00 | 174,613.00 | 52,651.00 | 151,218.00 | 378,482.00 |
| 5700-5799: Transfers Of Direct Costs | 25,613.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|---|---|---|---|---|---|---|
| Object Type | Funding Source | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 560,903.00 | 476,200.00 | 476,200.00 | 653,151.00 | 664,032.00 | 1,793,383.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 468,790.00 | 178,010.00 | 178,010.00 | 376,400.00 | 290,284.00 | 844,694.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 0.00 | 0.00 | 0.00 | 40,000.00 | 51,750.00 | 91,750.00 |
| 4000-4999: Books And Supplies | LCFF | 0.00 | 123,577.00 | 123,577.00 | 184,100.00 | 170,780.00 | 478,457.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 66,500.00 | 174,613.00 | 164,613.00 | 42,651.00 | 141,218.00 | 348,482.00 |
| 5000-5999: Services And Other Operating Expenditures | Locally Defined | 25,613.00 | 0.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | | | | |
|---|---|---|---|---|---|
| Goal | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| Goal 1 | 92,113.00 | 94,871.00 | 94,871.00 | 152,251.00 | 117,968.00 | 365,090.00 |
| Goal 2 | 79,697.00 | 116,510.00 | 116,510.00 | 129,200.00 | 143,834.00 | 389,544.00 |
| Goal 3 | 299,093.00 | 245,819.00 | 245,819.00 | 352,700.00 | 383,230.00 | 981,749.00 |
| Goal 4 | 90,000.00 | 19,000.00 | 19,000.00 | 19,000.00 | 19,000.00 | 57,000.00 |

* Totals based on expenditure amounts in goal and annual update sections.

# Cover Sheet

## Re-Certify Financial Multi-Year Plan based on Final LCAP

| | |
|---|---|
| **Section:** | IV. Finance and Development |
| **Item:** | A. Re-Certify Financial Multi-Year Plan based on Final LCAP |
| **Purpose:** | Vote |
| **Submitted by:** | |
| **Related Material:** | EBIA-MYP_Draft_2018.06.13.pdf |
| | EBIA_18-19_alt_form_for_board_meeting.pdf |

## East Bay Innovation Academy
Multiyear Budget Summary DRAFT

| | 2017/18 | 2018/19 | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|---|---|
| | Current Forecast | Preliminary Budget | Notes | Preliminary Budget | Preliminary Budget |
| **SUMMARY** | | | | | |
| **Revenue** | | | | | |
| LCFF Entitlement | 3,840,467 | 4,632,813 | | 5,896,673 | 6,617,128 |
| Federal Revenue | 142,362 | 115,010 | | 134,029 | 160,288 |
| Other State Revenues | 747,845 | 860,119 | | 890,258 | 952,131 |
| Local Revenues | 168,961 | 163,901 | | 282,276 | 398,382 |
| Fundraising and Grants | 444,000 | 244,060 | | 224,200 | 235,000 |
| **Total Revenue** | **5,343,635** | **6,015,904** | | **7,427,436** | **8,362,928** |
| | | | | | |
| **Expenses** | | | | | |
| Compensation and Benefits | 3,318,766 | 4,137,340 | | 5,388,082 | 6,089,478 |
| Books and Supplies | 233,247 | 347,545 | | 364,345 | 397,666 |
| Services and Other Operating Expenditures | 1,789,854 | 1,515,411 | | 1,605,614 | 1,724,382 |
| Depreciation | - | - | | - | - |
| **Total Expenses** | **5,341,868** | **6,000,296** | | **7,358,041** | **8,211,526** |
| | | | | | |
| **Operating Income** | **1,767** | **15,607** | | **69,395** | **151,403** |
| | | | | | |
| **Fund Balance** | | | | | |
| Beginning Balance (Unaudited) | 497,956 | 466,279 | | 481,886 | 551,281 |
| Audit Adjustment | (33,445) | - | | - | - |
| Beginning Balance (Audited) | 464,512 | 466,279 | | 481,886 | 551,281 |
| Operating Income | 1,767 | 15,607 | | 69,395 | 151,403 |
| | | | | | |
| **Ending Fund Balance (including Depreciation)** | **466,279** | **481,886** | | **551,281** | **702,684** |
| *Ending Fund Balance as a % of Expenses* | *9%* | *8%* | | *7%* | *9%* |
| | | | | | |
| ***Capital Outlay*** | **-** | **-** | | **-** | **-** |

6/13/2018

# East Bay Innovation Academy
Multiyear Budget Summary DRAFT

| | 2017/18 | 2018/19 | 2018/19 | | 2019/20 | 2020/21 |
|---|---|---|---|---|---|---|
| | Current Forecast | Preliminary Budget | Notes | | Preliminary Budget | Preliminary Budget |
| **Detail** | | | | | | |
| | | | | | | |
| **Enrollment Breakdown** | | | | | | |
| 6 | 123 | 118 | | - | 115 | 115 |
| 7 | 121 | 118 | | - | 115 | 115 |
| 8 | 120 | 118 | | - | 115 | 115 |
| 9 | 77 | 93 | | - | 115 | 115 |
| 10 | 51 | 75 | | - | 110 | 110 |
| 11 | - | 45 | | - | 75 | 110 |
| 12 | - | - | | - | 45 | 70 |
| **Enrollment Summary** | - | - | | - | - | - |
| 4-6 | 123 | 118 | | - | 115 | 115 |
| 7-8 | 241 | 236 | | - | 230 | 230 |
| 9-12 | 128 | 213 | | - | 345 | 405 |
| **Total Enrolled** | **492** | **567** | | **-** | **690** | **750** |
| | | | | | | |
| **ADA %** | | | | | | |
| 4-6 | 96% | 96% | | - | 96% | 96% |
| 7-8 | 96% | 96% | | - | 96% | 96% |
| 9-12 | 93% | 92% | | - | 92% | 92% |
| **Average** | **95%** | **94%** | | **-** | **94%** | **94%** |
| **ADA** | | | | | | |
| 4-6 | 117.9 | 113.3 | | - | 110.4 | 110.4 |
| 7-8 | 231.7 | 226.6 | | - | 220.8 | 220.8 |
| 9-12 | 120.1 | 196.0 | | - | 317.4 | 372.6 |
| Total ADA | **469.7** | **535.8** | | **-** | **648.6** | **703.8** |
| **Demographic Information** | | | | | | |
| **Prior Year** | | | | | | |
| ADA (P-2) | 403.91 | 470 | | - | 536 | 649 |
| CALPADS Enrollment (for unduplicated % calc) | 419 | 497 | | - | 567 | 690 |
| # Unduplicated Count (CALPADS) | 94 | 131 | | - | 149 | 181 |
| # Free & Reduced Lunch (FRL) (CALPADS) | 58 | 69 | | - | 79 | 96 |
| # ELL (CALPADS) | 21 | 25 | | - | 29 | 35 |
| **Current Year** | - | - | | - | - | - |
| CALPADS Enrollment (for unduplicated % calc) | 497 | 567 | | - | 690 | 750 |
| # Unduplicated Count (CALPADS) | 131 | 149 | | - | 181 | 197 |
| # Free & Reduced Lunch (FRL) (CALPADS) | 69 | 79 | | - | 96 | 104 |
| # ELL (CALPADS) | 25 | 29 | | - | 35 | 38 |
| New Students | 73 | 75 | | - | 123 | 60 |

6/13/2018

# East Bay Innovation Academy
Multiyear Budget Summary DRAFT

| | | 2017/18 | 2018/19 | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|---|---|---|
| | | Current Forecast | Preliminary Budget | Notes | Preliminary Budget | Preliminary Budget |
| **LCFF Entitlement** | | | | | | |
| 8011 | Charter Schools LCFF - State Aid | 2,664,815 | 3,291,658 | Backfills State Aid | 4,273,169 | 4,855,453 |
| 8012 | Education Protection Account Entitlement | 93,936 | 107,160 | Greater of: $200 per ADA or 24% of State Aid | 129,720 | 140,760 |
| 8019 | State Aid - Prior Years | - | - | - | - | - |
| 8096 | Charter Schools in Lieu of Property Taxes | 1,081,715 | 1,233,996 | In accordance with Local Property Tax of $2303.09 per ADA | 1,493,784 | 1,620,915 |
| | **SUBTOTAL - LCFF Entitlement** | 3,840,467 | 4,632,813 | | 5,896,673 | 6,617,128 |
| | | | | | | |
| **8100** | **Federal Revenue** | | | | | |
| 8181 | Special Education - Entitlement | 54,156 | 62,125 | $125 per PY CBEDS Enrollment | 70,875 | 86,250 |
| 8182 | Special Education Reimbursement | 29,610 | - | Level 3 NPS reimbursed at 80% | - | - |
| 8220 | Child Nutrition Programs | 25,732 | 24,112 | Estimated reimbursement at 35% of total Food Service Cost. | 29,342 | 31,894 |
| 8291 | Title I | 26,474 | 23,598 | $342 per Title I eligible student | 27,729 | 34,560 |
| 8292 | Title II | 6,391 | 5,175 | $75 per Title I eligible student | 6,083 | 7,584 |
| | **SUBTOTAL - Federal Income** | 142,362 | 115,010 | - | 134,029 | 160,288 |
| | | | | | | |
| **8300** | **Other State Revenues** | | | | | |
| 8319 | Other State Apportionments - Prior Years | 6,904 | - | - | - | - |
| 8381 | Special Education - Entitlement (State) | 241,416 | 279,688 | $522 per CY ADA | 347,270 | 386,887 |
| 8382 | Special Education Reimbursement (State) | 225,615 | 193,200 | 80% of $3K per service count for L2.  L3 NPS and in house SDC reimb at 80% | 193,200 | 193,200 |
| 8520 | Child Nutrition - State | 1,518 | 3,445 | Estimated reimbursement at 5% of total Food Service Cost. | 4,192 | 4,556 |
| 8545 | School Facilities Apportionments | 113,329 | 194,756 | $750 per ADA or 0.6375 of rent, lesser of the two | 206,780 | 212,983 |
| 8550 | Mandated Cost Reimbursements | 67,945 | 85,086 | $14 per PY 6-8 ADA, $42 per 9-12 ADA, one-time funding of $330 per prior ADA | 12,988 | 17,968 |
| 8560 | State Lottery Revenue | 91,118 | 103,945 | $194 per ADA per SSC | 125,828 | 136,537 |
| | **SUBTOTAL - Other State Income** | 747,845 | 860,119 | - | 890,258 | 952,131 |
| | | | | | | |
| **8600** | **Other Local Revenue** | | | | | |
| 8634 | Food Service Sales | 12,070 | 13,778 | Estimated reimbursement at 20% of total Food Service Cost. | 16,767 | 18,225 |
| 8660 | Interest | 2 | 1 | - | 1 | 1 |
| 8676 | After School Program Revenue | - | 45,000 | Quest revenues at 50 students, $300/trimester.  Not counting drop-ins, late pickup | 45,900 | 46,818 |
| 8690 | Other Local Revenue | 3,949 | 11,340 | $20 per Students Total | 14,076 | 15,606 |
| 8699 | All Other Local Revenue | 16,258 | - | - | - | - |
| 8701 | Oakland Measure N | 112,200 | 69,300 | $525 per grades 9-12 student, but probation | 181,050 | 293,250 |
| 8702 | Oakland Measure G | - | - | $1M for charters, allocated by ADA% among OUSD charters | - | - |
| 8703 | Oakland Measure G1 | 24,482 | 24,482 | Grades 6-8 enrollment, multiplied by 80% oakland resident, 20% LCFF %.  Per pupil allocation ($190 for staff, $450 for art) | 24,482 | 24,482 |
| | **SUBTOTAL - Local Revenues** | 168,961 | 163,901 | - | 282,276 | 398,382 |
| | | | | | | |
| **8800** | **Donations/Fundraising** | | | | | |
| 8801 | Donations - Parents | 128,000 | 102,060 | $180 per Students Total | 124,200 | 135,000 |
| 8802 | Donations - Private | 309,000 | 50,000 | NGLC | 50,000 | 50,000 |
| 8803 | Fundraising | 7,000 | 92,000 | SpringFest, other | 50,000 | 50,000 |
| | **SUBTOTAL - Fundraising and Grants** | 444,000 | 244,060 | - | 224,200 | 235,000 |

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**East Bay Innovation Academy**
Multiyear Budget Summary DRAFT

| | 2017/18 | 2018/19 | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|---|---|
| | Current Forecast | Preliminary Budget | Notes | Preliminary Budget | Preliminary Budget |
| **TOTAL REVENUE** | 5,343,635 | 6,015,904 | | 7,427,436 | 8,362,928 |

**East Bay Innovation Academy**
Multiyear Budget Summary DRAFT

| | | 2017/18 | 2018/19 | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|---|---|---|
| | | Current Forecast | Preliminary Budget | Notes | Preliminary Budget | Preliminary Budget |
| **EXPENSES** | | | | | | |
| | | | | | | |
| **Compensation & Benefits** | | | | | | |
| | | | | | | |
| **1000** | **Certificated Salaries** | | | | | |
| 1100 | Teachers Salaries | 1,458,458 | 1,749,281 | 25.9 FTE (5 each ELA, math, history, science; 1.4 Comp Sci, 2.5 Spanish, 1 art, 1 PE) | 2,361,243 | 2,783,444 |
| 1103 | Teacher - Substitute Pay | 4,988 | 20,000 | 0.4 FTE | 41,400 | 42,849 |
| 1111 | Teacher - Bonus | 28,998 | 34,986 | 0 FTE | 47,085 | 55,529 |
| 1148 | Teacher - Special Ed | 183,811 | 300,282 | 4.5 FTE, RSP | 349,499 | 361,627 |
| 1150 | Teacher - Summer School | - | 7,500 | 0.1 FTE | 8,250 | 9,075 |
| 1300 | Certificated Supervisor & Administrator Salaries | 143,123 | 133,900 | 1 FTE, Head of School | 138,587 | 143,437 |
| 1311 | Cert Admin - DESEL, Curr. Instr. | 254,677 | 373,750 | 4 FTE, 1 DESEL, 2 Curr. Instr., 1 Dir of Sp Pop | 466,832 | 483,171 |
| 1322 | Cert Admin - Bonus | 12,297 | - | | - | - |
| 1980 | Other Cert - Counselor | - | 95,000 | 1 FTE | 98,325 | 101,766 |
| | | | | | | |
| | **SUBTOTAL - Certificated Employees** | **2,086,351** | **2,714,699** | - | **3,511,221** | **3,980,898** |
| | | | | | | |
| **2000** | **Classified Salaries** | | | | | |
| 2104 | Classified - SPED | 126,016 | 144,160 | 3.8 FTE, including RJ Coordinator | 193,156 | 199,916 |
| 2105 | Classified - Intersession | 56,270 | - | | - | - |
| 2300 | Classified Supervisor & Administrator Salaries | 179,700 | 211,150 | 2 FTE, Back Office | 218,540 | 226,189 |
| 2311 | Classified Admin - Bonus | 3,750 | - | | - | - |
| 2400 | Classified Clerical & Office Salaries | 99,682 | 77,280 | 2 FTE (2 Office Managers) | 130,385 | 134,948 |
| 2401 | Classified Clerical & Office Salaries - Bonus | - | - | | - | - |
| 2402 | Classified Clerical & Office Salaries - Community En | 60,138 | 72,873 | 1 FTE | 75,423 | 78,063 |
| 2905 | Other Classified - After School | 52,164 | 17,280 | 0.5 FTE | 17,885 | 18,511 |
| 2928 | Other Classified - Food | 14,160 | 18,900 | 0.5 FTE | 19,562 | 20,246 |
| | | | | | | |
| | **SUBTOTAL - Classified Employees** | **591,879** | **541,643** | - | **654,950** | **677,873** |
| | | | | | | |
| **3000** | **Employee Benefits** | | | | | |
| 3100 | STRS | 294,408 | 441,953 | 16.28% of certificated payroll | 639,877 | 763,942 |
| 3300 | OASDI-Medicare-Alternative | 82,105 | 81,170 | | 101,735 | 110,336 |
| 3400 | Health & Welfare Benefits | 215,780 | 269,486 | $6124.68 per FTE per year. Growing at 8% per year. | 370,543 | 437,241 |
| 3500 | Unemployment Insurance | 18,105 | 23,177 | 4.30% per first ~$7K of pay per person | 27,993 | 30,401 |
| 3600 | Workers Comp Insurance | 30,139 | 39,076 | 1.20% of payroll, per insurance quote for similarly sized school | 49,994 | 55,905 |
| 3900 | Other Employee Benefits | - | 26,137 | 5% of applicable payroll | 31,769 | 32,881 |
| | | | | | | |
| | **SUBTOTAL - Employee Benefits** | **640,536** | **880,999** | - | **1,221,912** | **1,430,706** |

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**East Bay Innovation Academy**
Multiyear Budget Summary DRAFT

| | | 2017/18 | 2018/19 | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|---|---|---|
| | | Current Forecast | Preliminary Budget | Notes | Preliminary Budget | Preliminary Budget |
| **4000** | **Books & Supplies** | | | | | |
| 4100 | Approved Textbooks & Core Curricula Materials | 6,550 | 11,340 | $20 per Student | 14,076 | 15,606 |
| 4200 | Books & Other Reference Materials | 2,240 | 2,573 | $99 per Teacher | 3,435 | 4,082 |
| 4300 | Materials & Supplies | 17,829 | 17,010 | $30 per Student | 21,114 | 23,409 |
| 4320 | Educational Software | 40,000 | 48,700 | Achieve3K, Apex, CPM pilot, NWEA, WeVideo, Overgrad, other | 70,380 | 78,030 |
| 4330 | Office Supplies | 16,712 | 20,412 | $36 per Student | 25,337 | 28,091 |
| 4352 | Quest (After School) | 9,570 | 10,000 | Snacks ($40/day), Jumbula and supplies ($2000) | 10,200 | 10,404 |
| 4400 | Noncapitalized Equipment | 1,854 | 10,000 | printer, safety equip | 10,200 | 10,404 |
| 4410 | Classroom Furniture, Equipment & Supplies | 12,364 | 10,000 | new classrooms | 11,028 | 11,028 |
| 4420 | Computers (individual items less than $5k) | 56,958 | 128,600 | Replacing 6th and 7th CBs (270 at $320 ea), new 9th (100 at $400 ea) | 93,600 | 103,774 |
| 4423 | Staff Computers | 543 | 8,000 | New and replacements | 15,000 | 15,450 |
| 4430 | Non Classroom Related Furniture, Equipment & Sup | 7,275 | 11,000 | lunch tables, 10 CB carts | 5,100 | 5,202 |
| 4710 | Student Food Services | 60,352 | 68,891 | Assumes that 60% of total Food Service Cost is reimbursed | 83,835 | 91,125 |
| 4720 | Other Food | 1,000 | 1,020 | BTSN, other events | 1,040 | 1,061 |
| | **SUBTOTAL - Books and Supplies** | **233,247** | **347,545** | - | **364,345** | **397,666** |

**East Bay Innovation Academy**
Multiyear Budget Summary DRAFT

| | | 2017/18 | 2018/19 | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|---|---|---|
| | | Current Forecast | Preliminary Budget | Notes | Preliminary Budget | Preliminary Budget |
| **5000** | **Services & Other Operating Expenses** | | | | | |
| 5220 | Travel and Lodging | 1,113 | 2,680 | $103 per Teacher | 3,578 | 4,252 |
| 5300 | Dues & Memberships | 7,672 | 12,025 | CCSA, Board on Track, Overgrad, other | 12,266 | 12,511 |
| 5450 | Insurance - Other | 32,278 | 39,324 | $69 per Student | 48,811 | 54,117 |
| 5515 | Janitorial, Gardening Services & Supplies | 93,000 | 105,600 | Sergio at $8.8k/mo | 107,712 | 109,866 |
| 5535 | Utilities - All Utilities | 70,793 | 74,108 | 2 sites | 105,590 | 107,702 |
| 5610 | Rent | 151,106 | 305,500 | $26500 per Monthly Rate | 324,360 | 334,091 |
| 5611 | Prop 39 Related Costs | 125,952 | 105,598 | $106K for Marshall ($3.85/sq ft) | 132,360 | 148,186 |
| 5615 | Repairs and Maintenance - Building | 23,525 | 11,509 | $959 per Monthly Rate | 11,740 | 11,974 |
| 5616 | Repairs and Maintenance - Computers | 22,315 | 10,000 | Safeware, Acer | 10,200 | 10,404 |
| 5803 | Accounting Fees | 11,007 | 10,200 | | 10,404 | 10,612 |
| 5809 | Banking Fees | 984 | 1,001 | | 1,021 | 1,041 |
| 5810 | Intersession | 80,800 | 20,000 | $0 per Student | - | - |
| 5812 | Business Services | 84,000 | 66,000 | Flat Fee $60K+ system for AP | 20,000 | 20,600 |
| 5815 | Consultants - Instructional | 11,000 | 15,000 | Measure N, other | 15,300 | 15,606 |
| 5820 | Consultants - Non Instructional - Custom 1 | 24,500 | 28,200 | Includes charter renewal support, facility project studies | 10,404 | 10,612 |
| 5821 | Consultants - Non Instructional - Custom 2 | - | - | Climate coaching | - | - |
| 5822 | Consultants - Non Instructional - Custom 3 | - | 15,000 | Quest tutoring and clubs | 15,300 | 15,606 |
| 5824 | District Oversight Fees | 38,405 | 46,328 | 1.0% of LCFF General Purpose Grant | 58,967 | 66,171 |
| 5836 | Fingerprinting | 1,627 | 2,915 | $62 per FTE | 3,820 | 4,260 |
| 5839 | Fundraising Expenses | 15,076 | 15,000 | Including Bloomerang ($1.2K), Campaign Monitor, other | 15,300 | 15,606 |
| 5843 | Interest - Loans Less than 1 Year | 360 | - | | - | - |
| 5845 | Legal Fees | 87,800 | 84,000 | $7000 per Monthly Rate | 85,680 | 87,394 |
| 5851 | Marketing and Student Recruiting | 4,978 | 1,951 | $26 per New Student | 3,263 | 1,624 |
| 5857 | Payroll Fees | 4,800 | 4,896 | $408 per Monthly Rate | 4,994 | 5,094 |
| 5860 | Printing and Reproduction | 439 | 448 | | 457 | 466 |
| 5863 | Professional Development | 26,913 | 20,000 | BTSA, Back to School, other | 20,400 | 20,808 |
| 5866 | SPED MH Day/NPS Services | 315,876 | 160,000 | 1 out of state NPS $160K | 163,200 | 200,000 |
| 5869 | Special Education Contract Instructors | 392,462 | 225,000 | Includes psych, speech, OT | 279,286 | 309,643 |
| 5872 | Special Education Encroachment | 11,823 | 13,673 | | 16,726 | 18,925 |
| 5875 | Staff Recruiting | 5,152 | 4,490 | | 4,580 | 4,672 |
| 5878 | Student Assessment | 9,657 | 3,000 | AP, CELDT | 3,651 | 3,968 |
| 5880 | Student Health Services | 396 | 404 | | 412 | 421 |
| 5881 | Student Information System | 17,000 | 37,000 | Illuminate with master scheduling and School Messenger and Echo ($17K, $20K) | 37,740 | 38,495 |
| 5884 | Substitutes | 67,620 | - | | - | - |
| 5887 | Technology Services | 30,536 | 33,000 | Need ACOE internet service ($12.5K), web filtering/Google Securly | 33,660 | 34,333 |
| 5899 | Miscellaneous Operating Expenses | 2,000 | - | | - | - |
| 5900 | Communications | 15,360 | 40,000 | AT&T fiber at two sites ($1500/mo), phone ($750/mo) | 42,840 | 43,697 |
| 5915 | Postage and Delivery | 1,530 | 1,561 | | 1,592 | 1,624 |
| | **SUBTOTAL - Services & Other Operating Exp.** | **1,789,854** | **1,515,411** | - | **1,605,614** | **1,724,382** |

6/13/2018

**East Bay Innovation Academy**
Multiyear Budget Summary DRAFT

| | | 2017/18 | 2018/19 | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|---|---|---|
| | | Current Forecast | Preliminary Budget | Notes | Preliminary Budget | Preliminary Budget |
| **6000** | **Capital Outlay** | | | | | |
| 6100 | Sites & Improvement of Sites | - | - | | - | - | - |
| 6200 | Buildings & Improvement of Buildings | - | - | | - | - | - |
| 6300 | School Libraries | - | - | | - | - | - |
| 6400 | Equipment | - | - | | - | - | - |
| 6410 | Computers (capitalizable items) | - | - | | - | - | - |
| 6420 | Furniture (capitalizable items) | - | - | | - | - | - |
| 6430 | Other Equipment (capitalizable items) | - | - | | - | - | - |
| 6500 | Equipment Replacement | - | - | | - | - | - |
| 0000 | (School Defined) | - | - | | - | - | - |
| 0000 | (School Defined) | - | - | | - | - | - |
| | **SUBTOTAL - Capital Outlay** | - | - | | - | - | - |
| | **TOTAL EXPENSES** | 5,341,868 | 6,000,296 | | - | 7,358,041 | 8,211,526 |
| 6900 | **Total Depreciation (includes Prior Years)** | - | - | | - | - | - |
| | **TOTAL EXPENSES including Depreciation** | 5,341,868 | 6,000,296 | | - | 7,358,041 | 8,211,526 |

6/13/2018

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**CHARTER SCHOOL**
**BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

| | |
|---:|:---|
| **Charter School Name:** | **East Bay Innovation Academy** |
| **(name continued)** | |
| **CDS #:** | **01-61259-0129932** |
| **Charter Approving Entity:** | **Oakland Unified School District** |
| **County:** | **Alameda** |
| **Charter #:** | **1620** |
| **Fiscal Year:** | **2018-19** |

To the entity that approved the charter school:

( x )  2018-19  CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM:  This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____     Date: _____
               Charter School Official
         (Original signature required)

Print
Name:   Devin Krugman _____     Title:  Head of School _____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

To the County Superintendent of Schools:

( x )  2018-19  CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM:  This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____     Date: _____
           Authorized Representative of
             Charter Approving Entity
         (Original signature required)

Print
Name:        Minh Co _____     Title:    Accounting Manager _____

For additional information on the BUDGET, please contact:

| For Approving Entity: | For Charter School: |
|:---|:---|
| Minh Co | Michelle Cho |
| Name | Name |
| Accounting Manager | COO/CFO |
| Title | Title |
| (510) 879-0132 | 510-577-9557 |
| Telephone | Telephone |
| minh.co@ousd.org | michelle.cho@eastbayia.org |
| E-mail address | E-mail address |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

(___)  2018-19  CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM:  This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____     Date: _____
                ACOE District Advisor

Revised 5/15/18

C:\Users\mcho\Dropbox\EBIA Finance\Interim Reporting\2018-19\Budget\2018-19 AB Charter Alt Form (1)

**CHARTER SCHOOL**
**BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** East Bay Innovation Academy
**(name continued)**
**CDS #:** 01-61259-0129932
**Charter Approving Entity:** Oakland Unified School District
**County:** Alameda
**Charter #:** 1620
**Budgeting Period:** 2018/19

*This charter school uses the following basis of accounting:*

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

| Description | Object Code | Est. Actuals Prior Year | Current Budget Year Unrest. | Current Budget Year Rest. | Total |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| **1.** LCFF Sources | | | | | |
| State Aid - Current Year | 8011 | 2,664,815.41 | 3,291,657.68 | | 3,291,657.68 |
| Education Protection Account State Aid - Current Year | 8012 | 93,936.00 | 107,160.00 | | 107,160.00 |
| State Aid - Prior Years | 8019 | | 0.00 | | 0.00 |
| Transfer of Charter Schools in Lieu of Property Taxes | 8096 | 1,081,715.31 | 1,233,995.62 | | 1,233,995.62 |
| Other LCFF Transfers | 8091, 8097 | | | | 0.00 |
| Total, LCFF Sources | | 3,840,466.72 | 4,632,813.31 | 0.00 | 4,632,813.31 |
| | | | | | |
| **2.** Federal Revenues | | | | | |
| Every Student Succeeds Act (Titles I - V) | 8290 | 32,865.00 | | 28,773.00 | 28,773.00 |
| Special Education - Federal | 8181, 8182 | 83,765.33 | | 62,125.00 | 62,125.00 |
| Child Nutrition - Federal | 8220 | 25,732.00 | | 24,111.68 | 24,111.68 |
| Donated Food Commodities | 8221 | | | | 0.00 |
| Other Federal Revenues | 8110, 8260-8299 | | | | 0.00 |
| Total, Federal Revenues | | 142,362.33 | 0.00 | 115,009.68 | 115,009.68 |
| | | | | | |
| **3.** Other State Revenues | | | | | |
| Special Education - State | StateRevSE | 467,030.95 | | 472,887.60 | 472,887.60 |
| All Other State Revenues | StateRevAO | 280,813.87 | 189,030.92 | 198,200.78 | 387,231.70 |
| Total, Other State Revenues | | 747,844.82 | 189,030.92 | 671,088.38 | 860,119.30 |
| | | | | | |
| **4.** Other Local Revenues | | | | | |
| All Other Local Revenues | LocalRevAO | 612,961.26 | 407,961.43 | | 407,961.43 |
| Total, Local Revenues | | 612,961.26 | 407,961.43 | 0.00 | 407,961.43 |
| | | | | | |
| **5.** TOTAL REVENUES | | 5,343,635.12 | 5,229,805.65 | 786,098.05 | 6,015,903.70 |
| | | | | | |
| **B. EXPENDITURES** | | | | | |
| **1.** Certificated Salaries | | | | | |
| Certificated Teachers' Salaries | 1100 | 1,676,254.83 | 1,909,766.52 | 202,282.00 | 2,112,048.52 |
| Certificated Pupil Support Salaries | 1200 | | 0.00 | 0.00 | 0.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 410,096.55 | 429,036.07 | 78,614.24 | 507,650.30 |
| Other Certificated Salaries | 1900 | | 95,000.00 | | 95,000.00 |
| Total, Certificated Salaries | | 2,086,351.38 | 2,433,802.58 | 280,896.24 | 2,714,698.82 |
| | | | | | |
| **2.** Non-certificated Salaries | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 182,285.76 | 0.00 | 144,160.00 | 144,160.00 |
| Non-certificated Support Salaries | 2200 | 0.00 | 0.00 | 0.00 | 0.00 |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 183,450.00 | 211,150.00 | 0.00 | 211,150.00 |
| Clerical and Office Salaries | 2400 | 159,819.09 | 150,152.50 | 0.00 | 150,152.50 |
| Other Non-certificated Salaries | 2900 | 66,324.00 | 27,540.00 | 8,640.00 | 36,180.00 |
| Total, Non-certificated Salaries | | 591,878.85 | 388,842.50 | 152,800.00 | 541,642.50 |

# CHARTER SCHOOL
# BUDGET REPORT - ALTERNATIVE FORM

**Charter School Name:** East Bay Innovation Academy

**(name continued)** _____

| Description | Object Code | Est. Actuals Prior Year | Current Budget Year Unrest. | Rest. | Total |
|---|---|---|---|---|---|
| **3.** Employee Benefits | | | | | |
| STRS | 3101-3102 | 294,407.54 | 383,091.41 | 58,861.56 | 441,952.97 |
| PERS | 3201-3202 | 0.00 | 0.00 | 0.00 | 0.00 |
| OASDI / Medicare / Alternative | 3301-3302 | 82,104.98 | 70,359.18 | 10,810.61 | 81,169.78 |
| Health and Welfare Benefits | 3401-3402 | 215,779.74 | 233,594.40 | 35,891.52 | 269,485.92 |
| Unemployment Insurance | 3501-3502 | 18,105.16 | 20,090.17 | 3,086.83 | 23,177.00 |
| Workers' Compensation Insurance | 3601-3602 | 30,138.76 | 33,871.74 | 5,204.35 | 39,076.10 |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | 0.00 |
| OPEB, Active Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Employee Benefits | 3901-3902 | 0.00 | 22,656.05 | 3,481.08 | 26,137.13 |
| Total, Employee Benefits | | 640,536.18 | 763,662.94 | 117,335.95 | 880,998.89 |
| | | | | | |
| **4.** Books and Supplies | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 6,549.68 | 11,340.00 | 0.00 | 11,340.00 |
| Books and Other Reference Materials | 4200 | 2,239.98 | 2,572.87 | 0.00 | 2,572.87 |
| Materials and Supplies | 4300 | 84,111.02 | 96,122.00 | 0.00 | 96,122.00 |
| Noncapitalized Equipment | 4400 | 78,994.41 | 167,600.00 | 0.00 | 167,600.00 |
| Food | 4700 | 61,352.00 | 42,354.30 | 27,556.20 | 69,910.50 |
| Total, Books and Supplies | | 233,247.10 | 319,989.17 | 27,556.20 | 347,545.37 |
| | | | | | |
| **5.** Services and Other Operating Expenditures | | | | | |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.00 | 0.00 |
| Travel and Conferences | 5200 | 1,112.73 | 2,680.07 | 0.00 | 2,680.07 |
| Dues and Memberships | 5300 | 7,672.02 | 12,025.46 | 0.00 | 12,025.46 |
| Insurance | 5400 | 32,277.99 | 39,323.53 | 0.00 | 39,323.53 |
| Operations and Housekeeping Services | 5500 | 163,793.00 | 179,708.20 | 0.00 | 179,708.20 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 322,897.43 | 237,850.98 | 194,756.25 | 432,607.23 |
| Transfers of Direct Costs | 5700-5799 | | | | 0.00 |
| Professional/Consulting Services & Operating Expend. | 5800 | 1,245,211.30 | 528,608.20 | 278,897.50 | 807,505.71 |
| Communications | 5900 | 16,890.00 | 41,560.60 | 0.00 | 41,560.60 |
| Total, Services and Other Operating Expenditures | | 1,789,854.47 | 1,041,757.05 | 473,653.75 | 1,515,410.80 |
| | | | | | |
| **6.** Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis) | | | | | |
| Land and Improvements of Land | 6100-6170 | | | | 0.00 |
| Buildings and Improvements of Buildings | 6200 | | | | 0.00 |
| Books and Media for New School Libraries or Major | | | | | |
| Expansion of School Libraries | 6300 | | | | 0.00 |
| Equipment | 6400 | | | | 0.00 |
| Equipment Replacement | 6500 | | | | 0.00 |
| *Depreciation Expense (for full accrual basis only)* | *6900* | | | | 0.00 |
| Total, Capital Outlay | | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | | | |
| **7.** Other Outgo | | | | | |
| Tuition to Other Schools | 7110-7143 | | | | 0.00 |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | | | | 0.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | | | | 0.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | | | | 0.00 |
| All Other Transfers | 7281-7299 | | | | 0.00 |
| Transfer of Indirect Costs | 7300-7399 | | | | 0.00 |
| Debt Service: | | | | | |
| Interest | 7438 | | | | 0.00 |
| Principal | 7439 | | | | 0.00 |
| Total, Other Outgo | | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | | | |
| **8.** TOTAL EXPENDITURES | | 5,341,867.98 | 4,948,054.24 | 1,052,242.14 | 6,000,296.38 |
| | | | | | |
| **C.** EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. | | | | | |
| BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 1,767.14 | 281,751.42 | (266,144.09) | 15,607.33 |

**CHARTER SCHOOL**
**BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:**  East Bay Innovation Academy

**(name continued)** _____

| Description | Object Code | Est. Actuals Prior Year | Current Budget Year Unrest. | Rest. | Total |
|---|---|---|---|---|---|
| **D. OTHER FINANCING SOURCES / USES** | | | | | |
| **1.** Other Sources | 8930-8979 | | | | 0.00 |
| **2.** Less: Other Uses | 7630-7699 | | | | 0.00 |
| **3.** Contributions Between Unrestricted and Restricted Accounts | | | | | |
| (must net to zero) | 8980-8999 | | (266,144.09) | 266,144.09 | 0.00 |
| | | | | | |
| **4.** TOTAL OTHER FINANCING SOURCES / USES | | 0.00 | (266,144.09) | 266,144.09 | 0.00 |
| | | | | | |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | 1,767.14 | 15,607.33 | 0.00 | 15,607.33 |
| | | | | | |
| **F. FUND BALANCE, RESERVES** | | | | | |
| **1.** Beginning Fund Balance | | | | | |
| a. As of July 1 | 9791 | 497,956.43 | 466,280.14 | | 466,280.14 |
| b. Adjustments/Restatements to Beginning Balance | 9793, 9795 | (33,443.43) | | | 0.00 |
| c. Adjusted Beginning Balance | | 464,513.00 | 466,280.14 | 0.00 | 466,280.14 |
| **2.** Ending Fund Balance, June 30 (E + F.1.c.) | | 466,280.14 | 481,887.47 | 0.00 | 481,887.47 |
| | | | | | |
| Components of Ending Fund Balance | | | | | |
| a. Nonspendable | | | | | |
| Revolving Cash | 9711 | | | | 0.00 |
| Stores | 9712 | | | | 0.00 |
| Prepaid Expenditures | 9713 | | | | 0.00 |
| All Others | 9719 | | | | 0.00 |
| b. Restricted | 9740 | | | | 0.00 |
| c. Committed | | | | | |
| Stabilization Arrangements | 9750 | | | | 0.00 |
| Other Commitments | 9760 | | | | 0.00 |
| d. Assigned | | | | | |
| Other Assignments | 9780 | 50,378.00 | | | 0.00 |
| e. Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | 9789 | 160,256.04 | 180,008.89 | | 180,008.89 |
| Unassigned / Unappropriated Amount | 9790 | 255,646.10 | 301,878.57 | 0.00 | 301,878.58 |

# CHARTER SCHOOL
## MULTI-YEAR PROJECTION - ALTERNATIVE FORM

| | |
|---:|:---|
| Charter School Name: | East Bay Innovation Academy |
| (name continued) | |
| CDS #: | 01-61259-0129932 |
| Charter Approving Entity: | Oakland Unified School District |
| County: | Alameda |
| Charter #: | 1620 |
| Fiscal Year: | 2018/19 |

*This charter school uses the following basis of accounting:*

☐ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

| Description | Object Code | FY 2018/19 Unrestricted | FY 2018/19 Restricted | FY 2018/19 Total | Totals for 2019/20 | Totals for 2020/21 |
|---|---|---|---|---|---|---|
| **A. REVENUES** | | | | | | |
| **1.** LCFF Sources | | | | | | |
| State Aid - Current Year | 8011 | 3,291,657.68 | 0.00 | 3,291,657.68 | 4,273,168.51 | 4,855,452.86 |
| Education Protection Account State Aid - Current Year | 8012 | 107,160.00 | 0.00 | 107,160.00 | 129,720.00 | 140,760.00 |
| State Aid - Prior Years | 8019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Charter Schools in Lieu of Property Taxes | 8096 | 1,233,995.62 | 0.00 | 1,233,995.62 | 1,493,784.17 | 1,620,914.74 |
| Other LCFF Transfers | 8091, 8097 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, LCFF Sources | | 4,632,813.31 | 0.00 | 4,632,813.31 | 5,896,672.68 | 6,617,127.60 |
| | | | | | | |
| **2.** Federal Revenues | | | | | | |
| Every Student Succeeds Act (Titles I - V) | 8290 | 0.00 | 28,773.00 | 28,773.00 | 33,812.00 | 42,144.00 |
| Special Education - Federal | 8181, 8182 | 0.00 | 62,125.00 | 62,125.00 | 70,875.00 | 86,250.00 |
| Child Nutrition - Federal | 8220 | 0.00 | 24,111.68 | 24,111.68 | 29,342.25 | 31,893.75 |
| Donated Food Commodities | 8221 | 0.00 | 0.00 | 0.00 | | |
| Other Federal Revenues | 8110, 8260-8299 | 0.00 | 0.00 | 0.00 | | |
| Total, Federal Revenues | | 0.00 | 115,009.68 | 115,009.68 | 134,029.25 | 160,287.75 |
| | | | | | | |
| **3.** Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 0.00 | 472,887.60 | 472,887.60 | 540,470.43 | 580,086.60 |
| All Other State Revenues | StateRevAO | 189,030.92 | 198,200.78 | 387,231.70 | 349,787.73 | 372,043.94 |
| Total, Other State Revenues | | 189,030.92 | 671,088.38 | 860,119.30 | 890,258.16 | 952,130.53 |
| | | | | | | |
| **4.** Other Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 407,961.43 | 0.00 | 407,961.43 | 506,476.35 | 633,382.38 |
| Total, Local Revenues | | 407,961.43 | 0.00 | 407,961.43 | 506,476.35 | 633,382.38 |
| | | | | | | |
| **5.** TOTAL REVENUES | | 5,229,805.65 | 786,098.05 | 6,015,903.70 | 7,427,436.45 | 8,362,928.26 |
| | | | | | | |
| **B. EXPENDITURES** | | | | | | |
| **1.** Certificated Salaries | | | | | | |
| Certificated Teachers' Salaries | 1100 | 1,909,766.52 | 202,282.00 | 2,112,048.52 | 2,807,477.73 | 3,252,524.06 |
| Certificated Pupil Support Salaries | 1200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 429,036.07 | 78,614.24 | 507,650.30 | 605,418.06 | 626,607.69 |
| Other Certificated Salaries | 1900 | 95,000.00 | 0.00 | 95,000.00 | 98,325.00 | 101,766.38 |
| Total, Certificated Salaries | | 2,433,802.58 | 280,896.24 | 2,714,698.82 | 3,511,220.79 | 3,980,898.13 |
| | | | | | | |
| **2.** Non-certificated Salaries | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 0.00 | 144,160.00 | 144,160.00 | 193,155.60 | 199,916.05 |
| Non-certificated Support Salaries | 2200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 211,150.00 | 0.00 | 211,150.00 | 218,540.25 | 226,189.16 |
| Clerical and Office Salaries | 2400 | 150,152.50 | 0.00 | 150,152.50 | 205,807.84 | 213,011.11 |
| Other Non-certificated Salaries | 2900 | 27,540.00 | 8,640.00 | 36,180.00 | 37,446.30 | 38,756.92 |
| Total, Non-certificated Salaries | | 388,842.50 | 152,800.00 | 541,642.50 | 654,949.99 | 677,873.24 |

# CHARTER SCHOOL
## MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: East Bay Innovation Academy

(name continued) _____

| Description | Object Code | FY 2018/19 | | | Totals for 2019/20 | Totals for 2020/21 |
|---|---|---|---|---|---|---|
| | | Unrestricted | Restricted | Total | | |
| **3.** Employee Benefits | | | | | | |
| STRS | 3101-3102 | 383,091.41 | 58,861.56 | 441,952.97 | 639,877.20 | 763,942.01 |
| PERS | 3201-3202 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| OASDI / Medicare / Alternative | 3301-3302 | 70,359.18 | 10,810.61 | 81,169.78 | 101,734.73 | 110,335.90 |
| Health and Welfare Benefits | 3401-3402 | 233,594.40 | 35,891.52 | 269,485.92 | 370,543.14 | 437,240.91 |
| Unemployment Insurance | 3501-3502 | 20,090.17 | 3,086.83 | 23,177.00 | 27,993.00 | 30,401.00 |
| Workers' Compensation Insurance | 3601-3602 | 33,871.74 | 5,204.35 | 39,076.10 | 49,994.05 | 55,905.26 |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| OPEB, Active Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Employee Benefits | 3901-3902 | 22,656.05 | 3,481.08 | 26,137.13 | 31,769.42 | 32,881.35 |
| Total, Employee Benefits | | 763,662.94 | 117,335.95 | 880,998.89 | 1,221,911.54 | 1,430,706.42 |
| | | | | | | |
| **4.** Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 11,340.00 | 0.00 | 11,340.00 | 14,076.00 | 15,606.00 |
| Books and Other Reference Materials | 4200 | 2,572.87 | 0.00 | 2,572.87 | 3,434.92 | 4,082.39 |
| Materials and Supplies | 4300 | 96,122.00 | 0.00 | 96,122.00 | 127,030.80 | 139,933.80 |
| Noncapitalized Equipment | 4400 | 167,600.00 | 0.00 | 167,600.00 | 134,928.00 | 145,857.91 |
| Food | 4700 | 42,354.30 | 27,556.20 | 69,910.50 | 84,875.40 | 92,186.21 |
| Total, Books and Supplies | | 319,989.17 | 27,556.20 | 347,545.37 | 364,345.12 | 397,666.31 |
| | | | | | | |
| **5.** Services and Other Operating Expenditures | | | | | | |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Travel and Conferences | 5200 | 2,680.07 | 0.00 | 2,680.07 | 3,578.05 | 4,252.49 |
| Dues and Memberships | 5300 | 12,025.46 | 0.00 | 12,025.46 | 12,265.97 | 12,511.29 |
| Insurance | 5400 | 39,323.53 | 0.00 | 39,323.53 | 48,811.11 | 54,116.67 |
| Operations and Housekeeping Services | 5500 | 179,708.20 | 0.00 | 179,708.20 | 213,302.37 | 217,568.41 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 237,850.98 | 194,756.25 | 432,607.23 | 478,660.04 | 504,655.33 |
| Transfers of Direct Costs | 5700-5799 | 0.00 | 0.00 | 0.00 | | |
| Professional/Consulting Services and Operating Expend. | 5800 | 528,608.20 | 278,897.50 | 807,505.71 | 804,564.52 | 885,956.89 |
| Communications | 5900 | 41,560.60 | 0.00 | 41,560.60 | 44,431.81 | 45,320.45 |
| Total, Services and Other Operating Expenditures | | 1,041,757.05 | 473,653.75 | 1,515,410.80 | 1,605,613.86 | 1,724,381.54 |
| | | | | | | |
| **6.** Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis) | | | | | | |
| Land and Improvements of Land | 6100-6170 | 0.00 | 0.00 | 0.00 | | |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | | |
| Books and Media for New School Libraries or Major | | | | | | |
| Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.00 | | |
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | | |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | | |
| *Depreciation Expense (for full accrual only)* | *6900* | 0.00 | 0.00 | 0.00 | | |
| Total, Capital Outlay | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | | | | |
| **7.** Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | 0.00 | 0.00 | 0.00 | | |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | 0.00 | 0.00 | 0.00 | | |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 0.00 | 0.00 | 0.00 | | |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | | |
| All Other Transfers | 7281-7299 | 0.00 | 0.00 | 0.00 | | |
| Transfers of Indirect Costs | 7300-7399 | 0.00 | 0.00 | 0.00 | | |
| Debt Service: | | | | | | |
| Interest | 7438 | 0.00 | 0.00 | 0.00 | | |
| Principal | 7439 | 0.00 | 0.00 | 0.00 | | |
| Total, Other Outgo | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | | | | |
| **8.** TOTAL EXPENDITURES | | 4,948,054.24 | 1,052,242.14 | 6,000,296.38 | 7,358,041.31 | 8,211,525.64 |
| | | | | | | |
| **C.** EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. | | | | | | |
| BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 281,751.42 | (266,144.09) | 15,607.33 | 69,395.14 | 151,402.62 |

# CHARTER SCHOOL
## MULTI-YEAR PROJECTION - ALTERNATIVE FORM

**Charter School Name:** East Bay Innovation Academy

**(name continued)**

| Description | Object Code | FY 2018/19 | | | Totals for 2019/20 | Totals for 2020/21 |
|---|---|---|---|---|---|---|
| | | Unrestricted | Restricted | Total | | |
| **D. OTHER FINANCING SOURCES / USES** | | | | | | |
| 1. Other Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | | |
| 2. Less: Other Uses | 7630-7699 | 0.00 | 0.00 | 0.00 | | |
| 3. Contributions Between Unrestricted and Restricted Accounts | | | | | | |
| (must net to zero) | 8980-8999 | (266,144.09) | 266,144.09 | 0.00 | | |
| | | | | | | |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | (266,144.09) | 266,144.09 | 0.00 | 0.00 | 0.00 |
| | | | | | | |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | 15,607.33 | 0.00 | 15,607.33 | 69,395.14 | 151,402.62 |
| | | | | | | |
| **F. FUND BALANCE, RESERVES** | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 466,280.14 | 0.00 | 466,280.14 | 481,887.47 | 551,282.61 |
| b. Adjustments to Beginning Balance | 9793, 9795 | 0.00 | 0.00 | 0.00 | | |
| c. Adjusted Beginning Balance | | 466,280.14 | 0.00 | 466,280.14 | 481,887.47 | 551,282.61 |
| 2. Ending Fund Balance, June 30 (E + F.1.c.) | | 481,887.47 | 0.00 | 481,887.47 | 551,282.61 | 702,685.23 |
| | | | | | | |
| Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | | | | | | |
| Revolving Cash | 9711 | 0.00 | | 0.00 | | |
| Stores | 9712 | 0.00 | 0.00 | 0.00 | | |
| Prepaid Expenditures | 9713 | 0.00 | 0.00 | 0.00 | | |
| All Others | 9719 | 0.00 | 0.00 | 0.00 | | |
| b. Restricted | 9740 | | 0.00 | 0.00 | | |
| c. Committed | | | | | | |
| Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | |
| Other Commitments | 9760 | 0.00 | | 0.00 | | |
| d. Assigned | | | | | | |
| Other Assignments | 9780 | 0.00 | | 0.00 | | |
| e. Unassigned/Unappropriated | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 180,008.89 | 0.00 | 180,008.89 | 220,741.24 | 246,345.77 |
| Undesignated / Unappropriated Amount | 9790 | 301,878.57 | 0.00 | 301,878.58 | 330,541.37 | 456,339.46 |