



East Bay Innovation Academy

Board Meeting

Date and Time

Wednesday May 19, 2021 at 8:00 PM PDT

Location

Pursuant to the Governor's Executive Order N-29-20, all members of a legislative body and appropriate staff will participate in legislative meetings via phone/video conference until shelter in place order is lifted. Please see meeting link and telephone numbers below to attend and provide public comment at the EBIA Board Meeting.

DUE TO SHELTER IN PLACE ORDER - this meeting will be held online using Zoom ONLY. Please join us!!!

Zoom:

hipaa@eastbayia.org EBIA is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting

Time: May 19, 2021 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/96264681109?pwd=MnQyU0ZNSlljNWJweTUvTG5XdjYwdz09>

Meeting ID: 962 6468 1109

Passcode: 592282

One tap mobile

+16699009128,,96264681109# US (San Jose)

+13462487799,,96264681109# US (Houston)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 962 6468 1109

Find your local number: <https://zoom.us/u/a9ilAh3xL>

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 PM
Opening Items			
A. Record East Bay Innovation Academy Board Meeting Attendance and Guests		Rochelle Benning	1 m
B. Call the Meeting to Order		Rochelle Benning	1 m
C. Approve Minutes from the Last East Bay Innovation Academy Board Meeting	Approve Minutes	Rochelle Benning	1 m
Approve minutes for Board Meeting on April 21, 2021			
D. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)		Rochelle Benning	15 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
II. Governance			8:18 PM
Governance			
A. Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Rochelle Benning	5 m
Consent Agenda Items			
- EBIA April 2021 Check and Credit Card Register			
- FY 20 Tax Return			
- School Plan for Student Achievement (Federal mandate)			
- EdTec SY 22 contract			
- BoardonTrack SY 22 contract			
- Lina Janitorial Services SY 22 contract			
III. Academic Excellence			8:23 PM
Academic Excellence			
A. LCAP Update	Discuss	Michelle Cho	15 m
- Review draft of the SY 22 LCAP, along with the annual update			

	Purpose	Presenter	Time
B. Plan for Expanded Learning Opportunities Grant	Vote	Michelle Cho	10 m

- Review and approve EBIA's plan for allocating the Expanded Learning Opportunities Grant, provided by the CA legislature and signed by Governor Newsom on March 5, 2021.

C. Monthly COVID-19 Update and EBIA Re-Opening Plan Check-In	Discuss	Michelle Cho	10 m
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- Discuss any emerging issues, regulatory mandates, or guidance from OUSD, Alameda, or California state agencies
- Update on in-person instruction

D. East Bay Innovation Academy Program Updates	Discuss	Michelle Cho	15 m
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- End-of year updates, including assessments, Capstone, and celebrations

IV. Finance and Development

9:13 PM

Finance

A. East Bay Innovation Academy Year To Date Financial Update	Discuss	Michelle Cho	10 m
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- Review EBIA's Year To Date financial results: April 2021
- Discuss emerging OUSD, Alameda or State financial guidance or issues and the impacts to EBIA's annual budget and multi-year plan
- As needed, vote to incorporate any needed modifications to EBIA's annual budget or multi-year plan as a result of new OUSD, Alameda County, or California State guidance.

V. East Bay Innovation Facility Matters

9:23 PM

Facility

A. East Bay Innovation Academy Monthly Facility Update	Discuss	Michelle Cho	10 m
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VI. Other Business

9:33 PM

A. Confirm Board Meeting Dates through 2020 - 2021 School Year	Discuss	Rochelle Benning	2 m
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Current board meetings through the end of the school year are scheduled follows - do we need to make any adjustments that we can incorporate into our schedule now?

Wednesday, 6/9/2021

July 2021 - Summer Break

August 18, 2021 - 1st Meeting of the 2021 - 2022 School Year

	Purpose	Presenter	Time
B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items)	FYI	Rochelle Benning	10 m

Public comment is limited to a maximum of 3 minutes of comment time per speaker

VII. Closing Items

9:45 PM

A. Adjourn Meeting	Vote	Rochelle Benning	1 m
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Coversheet

Approve Minutes from the Last East Bay Innovation Academy Board Meeting

Section: I. Opening Items
Item: C. Approve Minutes from the Last East Bay Innovation Academy Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 21, 2021

APPROVED



East Bay Innovation Academy

Minutes

Board Meeting

Date and Time

Wednesday April 21, 2021 at 8:00 PM

Location

Pursuant to the Governor's Executive Order N-29-20, all members of a legislative body and appropriate staff will participate in legislative meetings via phone/video conference until shelter in place order is lifted. Please see meeting link and telephone numbers below to attend and provide public comment at the EBIA Board Meeting.

DUE TO SHELTER IN PLACE ORDER - this meeting will be held online using Zoom ONLY.
Please join us!!!

Zoom:

hipaa@eastbayia.org EBIA is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://zoom.us/j/93611320831?pwd=d3pRdzE2cndNc1c4eGFrZDRDdWhpZz09>

Meeting ID: 936 1132 0831

Passcode: 843225

One tap mobile

+16699009128,,93611320831# US (San Jose)

+13462487799,,93611320831# US (Houston)

Dial by your location

+1 669 900 9128 US (San Jose)

- +1 346 248 7799 US (Houston)
- +1 253 215 8782 US (Tacoma)
- +1 646 558 8656 US (New York)
- +1 301 715 8592 US (Washington DC)
- +1 312 626 6799 US (Chicago)

Meeting ID: 936 1132 0831

Find your local number: <https://zoom.us/j/93611320831>

Directors Present

Brad Edgar (remote), Kelly Garcia (remote), Laurie Jacobson Jones (remote), Rochelle Benning (remote)

Directors Absent

Ken Berrick

Guests Present

Jenn Estrada- Feller, Michelle Cho (remote)

I. Opening Items

A. Record East Bay Innovation Academy Board Meeting Attendance and Guests

B. Call the Meeting to Order

Rochelle Benning called a meeting of the board of directors of East Bay Innovation Academy to order on Wednesday Apr 21, 2021 at 8:04 PM.

C. Approve Minutes from the Last East Bay Innovation Academy Board Meeting

Laurie Jacobson Jones made a motion to approve the minutes from Board Meeting on 03-17-21.

Kelly Garcia seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Ken Berrick	Absent
Kelly Garcia	Aye
Rochelle Benning	Aye
Laurie Jacobson Jones	Aye
Brad Edgar	Absent

D. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)

No public comment.

II. Governance

A. Review and Approve East Bay Innovation Academy Consent Agenda Items

Kelly Garcia made a motion to approve the consent agenda.

Laurie Jacobson Jones seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Rochelle Benning	Aye
Ken Berrick	Absent
Kelly Garcia	Aye
Laurie Jacobson Jones	Aye
Brad Edgar	Aye

III. Academic Excellence

A. East Bay Innovation Academy Program Updates

Jenn Estrada-Feller presents academic program updates related to college. For specific details please see the board packet.

Michelle presented an enrollment update for the Class of 2028

B. Monthly COVID-19 Update and EBIA Re-Opening Plan Check-In

Michelle shared an update related to in-person instruction. For specific details please see the board packet.

IV. Finance and Development

A. East Bay Innovation Academy Year To Date Financial Update

Michelle presented a finance update. For specific details please see board update.

V. East Bay Innovation Facility Matters

A. East Bay Innovation Academy Monthly Facility Update

Michelle presented a facility update. For specifics please see the board packet.

Rochelle Benning made a motion to that we approve a facility use agreement with GGA for the SY22.

Laurie Jacobson Jones seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Ken Berrick	Absent
Rochelle Benning	Aye
Kelly Garcia	Aye

Roll Call

Laurie Jacobson Jones Aye

Brad Edgar Aye

VI. Other Business

A. Confirm Board Meeting Dates through 2020 - 2021 School Year

Shelley shared the remaining board dates. For specifics please see the board packet.

B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items)

VII. Closing Items

A. Adjourn Meeting

Laurie Jacobson Jones made a motion to adjourn the meeting.

Brad Edgar seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Ken Berrick Absent

Rochelle Benning Aye

Laurie Jacobson Jones Aye

Kelly Garcia Aye

Brad Edgar Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:44 PM.

Respectfully Submitted,

Kelly Garcia

Coversheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section: II. Governance
Item: A. Review and Approve East Bay Innovation Academy Consent Agenda
Items
Purpose: Vote
Submitted by:
Related Material:
EBIA Board Check Register - Apr 2021.pdf
6-30-20 EBIA Tax Returns - Client copy.pdf
EBIA SPSA 2020-21.pdf
EBIA-SOW#6-CALPADS and PS Core.05.13.21.with Annex I.pdf
EBIA-THIRD A&R SOW#4-Limited Back Office Service without AP and Data-clean-sc-05.13.21.pdf
EBIA_BoardonTrack SY 21-22.pdf
EBIA 2021-2022 Cleaning Proposal_Lina Janitorial.pdf



Combined Board Check Register						
School: EBIA						
Month: April 2021						
						Total Paid By Check: \$ 104,285.22
						Total Paid By Credit Card: \$ -
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6945	AT & T	4/23/2021	Bill #16193593--#3883 Internet Services 02/16/21 - 03/15/21		\$ 674.96
Check	6946	AT&T	4/23/2021	Bill #16189319--#2435 Internet Services 02/13/21 - 03/12/21		\$ 674.96
Check	6947	Sarah Blair	4/23/2021	Bill #040521--7th grade Science Demo Safety Google 2pk; Thermometers 10pk. Experiment Painter's Tape 1roll; Luster Leaf-Soil Test Kit; Seeds Peat Moss Vermiculite Seed Starter Pots Ziploc Bags Perlite.		\$ 190.71
Check	6948	CoPower	4/23/2021	Bill #2089168--Dental Plan May 2021		\$ 2,912.30
Check	6949	East Bay Speech Pathology, Inc.	4/23/2021	Bill #1462--Speech & Language Pathology services		\$ 8,256.00
Check	6950	EdTec	4/23/2021	Bill #21224--Monthly Back Office Services April 2021		\$ 5,250.00
Check	6951	Michelle Fitts	4/23/2021	Bill #041121.1--Qty 10 Gen Child Oakland Zoo tickets; Qty 2 Adult Oakland Zoo Tickets; 2 parking Iodine for Crimebusters Bill #041121.2--Costumes and supplies for "High School Musical" Musical		\$ 1,117.34
Check	6952	Golden Gate Academy	4/23/2021	Bill #050121--Monthly use fee for Golden Gate Academy campus Upper School EBIA site		\$ 18,500.00
Check	6953	Jan Hunter	4/23/2021	Bill #1a--Musical Theater Consultant Co Director for EBIA Spring 2021		\$ 500.00
Check	6954	Kaiser Foundation Health Plan	4/23/2021	Bill #MAY2021--May 2021 Medical Health Plan		\$ 26,531.53
Check	6955	La Cheim School, Inc	4/23/2021	Bill #JWFEB2021--JW Daily counseling and guidance Units 7.5; Weekly individual counseling Units 4; Psychological Services qty 22.5; Day Treatment 2x month qty 2; Parent Counseling 2x month Qty .75: Behavior Intervention Unit 38		\$ 11,581.50
Check	6956	Lina's Janitorial Services	4/23/2021	Bill #27--Janitorial Service for US & LS 04/01 - 04/30		\$ 10,000.00
Check	6957	Megan Reed	4/23/2021	Bill #11--Fund and Grant Development Work: 3/1 - 3/31 (23hrs)		\$ 1,265.00
Check	6958	Office Depot	4/23/2021	Bill #165108592001--Hanging Folder 4bx; Tape 10pk; Masking Tape 3pk; Copy Paper 1 ca		\$ 72.45

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6959	Amanda Okamoto	4/23/2021	Bill #042321--Reopening Supplies		\$ 1,634.56
Check	6960	Jose Reynaga	4/23/2021	Bill #040721--10th grade In-person Advisory supplies 3 pks Fabric markers		\$ 105.09
Check	6961	RingCentral Inc.	4/23/2021	Bill #000232962--Phone Services 03/29/21 - 04/28/21		\$ 689.61
Check	6962	Kim Frankel	4/30/2021	Bill #042621--Art Supplies for Advisory activities		\$ 100.83
Check	6963	Herff Jones, Inc.	4/30/2021	Bill #1066996--Diploma Covers Qty 64 Bill #2701012--Graduate Black Classkeeper Gown & SF Cap w/Nile-Peacock tassel Qty 64; Gold Stl SAL Qty 2; Gold Stl VAL		\$ 2,816.46
Check	6964	isolved Benefit Services	4/30/2021	Bill #1107755741--COBRA notices admin core services 4/1/21 - 3/31/22		\$ 540.75
Check	6965	La Cheim School, Inc	4/30/2021	Bill #14878--Round Trip Transportation March 2021-JW Bill #14872--JW Tuition March 2021		\$ 4,643.45
Check	6966	Law Offices of Young, Minney & Corr, LLP	4/30/2021	Bill #70445--Legal Services through 3/31		\$ 1,063.50
Check	6967	PG&E	4/30/2021	Bill #04192021--Gas & Electric for Marshall 3/12 - 4/12		\$ 2,688.50
Check	6968	Vision Service Plan - (CA)	4/30/2021	Bill #812172537--Vision Plan for May 2021 Bill #811933258--Vision Plan for April 2021		\$ 886.52
Check	6969	Waste Management	4/30/2021	Bill #3474643221268--Marshall Elementary April Service 2021		\$ 1,589.20

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

CLIFTONLARSONALLEN LLP
2210 EAST ROUTE 66
GLENORA, CA 91740

EAST BAY INNOVATION ACADEMY
3400 MALCOLM AVENUE
OAKLAND, CA 94605



Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT 'S COPY



CLA (CliftonLarsonAllen LLP)
CLAconnect.com

EAST BAY INNOVATION ACADEMY
3400 MALCOLM AVENUE
OAKLAND, CA 94605
Attention: Michelle Cho

Dear Michelle:

Enclosed is the organization's 2019 Exempt Organization return. The state Exempt Organization return is also enclosed. These should be signed, dated, and mailed, as indicated.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-EO to us as soon as possible, but no later than by May 17, 2021 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

When mailing is necessary, we recommend that you use certified mail with postmarked receipts for proof of timely filing.

Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. If there is anything on the return you do not understand, we would be glad to answer your questions.

Copies of each return are provided for your permanent records. Based on IRS guidance, we generally recommend that you keep supporting documentation for a minimum of seven years; and that you keep copies of the tax returns, and records that support basis for items in the tax return, indefinitely.

We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If you have any questions regarding the returns or other services that we can assist you with, please do not hesitate to contact us. Some of our best clients come through referrals from existing clients. If you know of anyone who could benefit from our assistance, we would be pleased to speak to him or her.

Sincerely,

CliftonLarsonAllen LLP



CLA (CliftonLarsonAllen LLP)
CLAconnect.com

EAST BAY INNOVATION ACADEMY
FORM 990 INCOME TAX RETURN
FOR YEAR ENDED JUNE 30, 2020

Form **8879-EO**

IRS e-file Signature Authorization for an Exempt Organization

OMB No. 1545-1878

For calendar year 2019, or fiscal year beginning JUL 1, 2019, and ending JUN 30, 2020

2019

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**
▶ **Go to www.irs.gov/Form8879EO for the latest information.**

Name of exempt organization

Employer identification number

EAST BAY INNOVATION ACADEMY

46-2428863

Name and title of officer
MICHELLE CHO
CFO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a, or 5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, or 5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>6,939,190.</u>
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, line 3c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize CLIFTONLARSONALLEN LLP to enter my PIN 94605
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

95405291740
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ MARLEN GOMEZ Date ▶ 04/30/21

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

LHA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2019)

Form **990**
(Rev. January 2020)
Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019
Open to Public Inspection

A For the 2019 calendar year, or tax year beginning **JUL 1, 2019** and ending **JUN 30, 2020**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization EAST BAY INNOVATION ACADEMY Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 3400 MALCOLM AVENUE City or town, state or province, country, and ZIP or foreign postal code OAKLAND, CA 94605 F Name and address of principal officer: MICHELLE CHO 3400 MALCOLM AVENUE, OAKLAND, CA 94605	D Employer identification number 46-2428863 E Telephone number 510-577-9557 G Gross receipts \$ 6,939,190. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.EASTBAYIA.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2013
		M State of legal domicile: CA

Part I Summary

	1	Briefly describe the organization's mission or most significant activities: TO MANAGE, OPERATE, GUIDE, DIRECT, AND PROMOTE EAST BAY INNOVATION ACADEMY, A PUBLIC CHARTER		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
Activities & Governance	3	Number of voting members of the governing body (Part VI, line 1a)	3	6
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	88
	6	Total number of volunteers (estimate if necessary)	6	50
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	7b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.
	Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year
9		Program service revenue (Part VIII, line 2g)	6,416,685.	6,866,740.
10		Investment income (Part VIII, column (A), lines 3, 4, and 7d)	52,432.	37,763.
11		Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	2.	1.
12		Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	46,485.	34,686.
			6,515,604.	6,939,190.
Expenses		13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	4,166,268.	4,932,675.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 12,329.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	2,258,091.	1,911,789.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	6,424,359.	6,844,464.
	19	Revenue less expenses. Subtract line 18 from line 12	91,245.	94,726.
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21	Total liabilities (Part X, line 26)	1,249,461.	2,101,430.
	22	Net assets or fund balances. Subtract line 21 from line 20	655,963.	1,413,206.
			593,498.	688,224.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer MICHELLE CHO, CFO Type or print name and title	Date
Paid Preparer Use Only	Print/Type preparer's name MARLEN GOMEZ	Preparer's signature MARLEN GOMEZ
	Date 04/30/21	Check if self-employed <input type="checkbox"/> PTIN P01306775
	Firm's name ▶ CLIFTONLARSONALLEN LLP	Firm's EIN ▶ 41-0746749
	Firm's address ▶ 2210 EAST ROUTE 66 GLENDORA, CA 91740	Phone no. (626) 857-7300

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission: TO PREPARE A DIVERSE GROUP OF STUDENTS TO BE SUCCESSFUL IN COLLEGE AND TO BE THOUGHTFUL, ENGAGED CITIZENS WHO ARE LEADERS AND INNOVATORS IN A 21ST CENTURY GLOBAL WORLD.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 6,283,993. including grants of \$) (Revenue \$ 72,449.) EAST BAY INNOVATION ACADEMY (EBIA) IS A COLLEGE PREPARATORY CHARTER SCHOOL OFFERING PUBLIC EDUCATION IN OAKLAND. EBIA SERVES STUDENTS THROUGH PERSONALIZED AND PROJECT-BASED LEARNING, AND BY LEVERAGING BEST PRACTICES IN CURRICULUM DESIGN AND TECHNOLOGY. DURING THE YEAR ENDED JUNE 30, 2020, THE SCHOOL SERVED APPROXIMATELY 617 STUDENTS IN GRADES 6-12 OVER 180 DAYS.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 6,283,993.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	1 X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	2 X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	3	X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	4	X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>	5	X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	6	X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	7	X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	8	X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	9	X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>	10	X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	11a	X
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	11b	X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	11c	X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	11d	X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	11e	X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	11f X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	12a X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	12b	X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	13 X	
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a	X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	14b	X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	15	X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	16	X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>	17	X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	18	X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	19	X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	20a	X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b	
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
24b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
24c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
24d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>		X
c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a		88
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If "Yes," indicate the number of Forms 8282 filed during the year		
	7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c	Enter the amount of reserves on hand	13c	
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O		
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		X

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
1b	Enter the number of voting members included on line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?		X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **CA**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records **▶**
MICHELLE CHO - 510-577-9557
3400 MALCOLM AVENUE, OAKLAND, CA 94605

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations. See instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) MICHELLE CHO EXECUTIVE DIRECTOR	40.00			X				133,747.	0.	19,000.
(2) DEVIN KRUGMAN HEAD OF SCHOOL	40.00			X				100,710.	0.	17,774.
(3) LAURIE JACOBSON JONES VICE CHAIR, TREASURER	5.00	X		X				0.	0.	0.
(4) KELLY GARCIA SECRETARY	5.00	X		X				0.	0.	0.
(5) SHELLEY BENNING BOARD CHAIR	5.00	X		X				0.	0.	0.
(6) KEN BERRICK BOARD MEMBER	5.00	X						0.	0.	0.
(7) KIMBERLY SMITH BOARD MEMBER	5.00	X						0.	0.	0.
(8) BRADLEY EDGAR BOARD MEMBER	5.00	X						0.	0.	0.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal							234,457.	0.	36,774.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							234,457.	0.	36,774.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **2**

	Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
EAST BAY SPEECH PATHOLOGY 25800 CARLOS BEE BLVD, HAYWARD, CA 94542	SPEECH AND LANGUAGE PATHOLOGIST SERVICES	106,113.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **1**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns					
	1 b	Membership dues					
	1 c	Fundraising events					
	1 d	Related organizations					
	1 e	Government grants (contributions)	6,725,987.				
	1 f	All other contributions, gifts, grants, and similar amounts not included above	140,753.				
	1 g	Noncash contributions included in lines 1a-1f	\$				
	1 h	Total. Add lines 1a-1f		6,866,740.			
Program Service Revenue	2 a	AFTER SCHOOL PROGRAM R	Business Code 611710	37,763.	37,763.		
	b						
	c						
	d						
	e						
	f	All other program service revenue					
	2 g	Total. Add lines 2a-2f		37,763.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		1.		1.	
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross rents	(i) Real				
			(ii) Personal				
	6 b	Less: rental expenses					
	6 c	Rental income or (loss)					
	6 d	Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	(i) Securities				
			(ii) Other				
	7 b	Less: cost or other basis and sales expenses					
	7 c	Gain or (loss)					
7 d	Net gain or (loss)						
8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18						
8 b	Less: direct expenses						
8 c	Net income or (loss) from fundraising events						
9 a	Gross income from gaming activities. See Part IV, line 19						
9 b	Less: direct expenses						
9 c	Net income or (loss) from gaming activities						
10 a	Gross sales of inventory, less returns and allowances						
10 b	Less: cost of goods sold						
10 c	Net income or (loss) from sales of inventory						
Miscellaneous Revenue	11 a	OTHER REVENUE	Business Code 900099	27,201.	27,201.		
	11 b	FOOD SERVICES SALES	722511	7,485.	7,485.		
	11 c						
	11 d	All other revenue					
	11 e	Total. Add lines 11a-11d		34,686.			
12	Total revenue. See instructions		6,939,190.	72,449.	0.	1.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	212,476.	201,853.	10,623.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	3,753,198.	3,563,703.	189,495.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	503,710.	475,759.	27,951.	
9 Other employee benefits	336,580.	309,145.	27,435.	
10 Payroll taxes	126,711.	118,017.	8,694.	
11 Fees for services (nonemployees):				
a Management				
b Legal	58,191.		58,191.	
c Accounting	16,656.		16,656.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	694,555.	614,327.	80,228.	
12 Advertising and promotion	2,380.	2,380.		
13 Office expenses	61,292.	48,674.	12,618.	
14 Information technology	66,773.	66,773.		
15 Royalties				
16 Occupancy	644,675.	605,369.	39,306.	
17 Travel	7,567.	6,054.	1,513.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest	5,463.		5,463.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	45,687.	36,550.	9,137.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>INSTRUCTIONAL MATERIALS</u>	205,754.	203,495.	2,259.	
b <u>DISTRICT OVERSIGHT FEES</u>	54,183.	19,103.	35,080.	
c <u>MISCELLANEOUS FEES</u>	22,265.	3,503.	6,433.	12,329.
d <u>DUES AND MEMBERSHIPS</u>	14,524.	5,120.	9,404.	
e All other expenses	11,824.	4,168.	7,656.	
25 Total functional expenses. Add lines 1 through 24e	6,844,464.	6,283,993.	548,142.	12,329.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A)		(B)
		Beginning of year		End of year
Assets	1 Cash - non-interest-bearing	175,697.	1	1,104,576.
	2 Savings and temporary cash investments	5,728.	2	5,729.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	995,002.	4	901,933.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	73,034.	9	89,192.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a		
	b Less: accumulated depreciation	10b	10c	
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 33)	1,249,461.	16	2,101,430.	
Liabilities	17 Accounts payable and accrued expenses	605,955.	17	460,672.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties	50,008.	24	952,534.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	655,963.	26	1,413,206.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	553,540.	27	684,653.
	28 Net assets with donor restrictions	39,958.	28	3,571.
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	593,498.	32	688,224.
	33 Total liabilities and net assets/fund balances	1,249,461.	33	2,101,430.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	6,939,190.
2	Total expenses (must equal Part IX, column (A), line 25)	2	6,844,464.
3	Revenue less expenses. Subtract line 2 from line 1	3	94,726.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	593,498.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	688,224.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1** Accounting method used to prepare the Form 990: Cash Accrual Other _____
If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.
- 2a** Were the organization's financial statements compiled or reviewed by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- b** Were the organization's financial statements audited by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- c** If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.
- 3a** As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?
- b** If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits

	Yes	No
2a		X
2b	X	
2c	X	
3a		X
3b		

Form **990** (2019)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization EAST BAY INNOVATION ACADEMY	Employer identification number 46-2428863
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Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2018 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2019. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2018. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

15 Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2019 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2018 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2019. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

b 33 1/3% support tests - 2018. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2019 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1 Distributable amount for 2019 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2019 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2019			
a From 2014			
b From 2015			
c From 2016			
d From 2017			
e From 2018			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2019 distributable amount			
i Carryover from 2014 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2019 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2019 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2020. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2015			
b Excess from 2016			
c Excess from 2017			
d Excess from 2018			
e Excess from 2019			

Schedule A (Form 990 or 990-EZ) 2019

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Multiple horizontal lines for supplemental information input.

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

- ▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Name of the organization

EAST BAY INNOVATION ACADEMY

Employer identification number

46-2428863

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2019)

Name of organization EAST BAY INNOVATION ACADEMY	Employer identification number 46-2428863
--	---

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	BRAD EDGAR 3400 MALCOLM AVE OAKLAND, CA 94605	\$ 10,225.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	KEVIN SCHWARTZ 3400 MALCOLM AVE OAKLAND, CA 94605	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	LAURIE FOY 3400 MALCOLM AVE OAKLAND, CA 94605	\$ 5,113.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Employer identification number

EAST BAY INNOVATION ACADEMY

46-2428863

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____

Name of organization EAST BAY INNOVATION ACADEMY	Employer identification number 46-2428863
--	---

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2019
Open to Public Inspection

Name of the organization EAST BAY INNOVATION ACADEMY **Employer identification number** 46-2428863

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (for example, recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2019

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3** Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a** Public exhibition
 - b** Scholarly research
 - c** Preservation for future generations
 - d** Loan or exchange program
 - e** Other _____
- 4** Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5** During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a** Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b** If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|--|-----------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a** Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b** If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2** Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a** Board designated or quasi-endowment %
 - b** Permanent endowment %
 - c** Term endowment %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a** Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|---------------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? <input type="checkbox"/> | 3b | |
- 4** Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) **0.**

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	6,939,190.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	6,939,190.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	6,939,190.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	6,844,464.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	6,844,464.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)		5	6,844,464.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE ACADEMY IS A NON-PROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE ACADEMY IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE ACADEMY FILES AN EXEMPT RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

2019

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

▶ **Go to www.irs.gov/Form990 for the latest information.**

Name of the organization

EAST BAY INNOVATION ACADEMY

Employer identification number

46-2428863

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
THE SCHOOL PUBLISHES ITS NONDISCRIMINATORY POLICY WITHIN ITS CHARTER DOCUMENT. THE CHARTER DOCUMENT IS AVAILABLE TO THE PUBLIC ON THE ORGANIZATION'S WEBSITE AND IS MADE AVAILABLE UPON REQUEST.		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?		X
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
THE ORGANIZATION IS A PUBLIC CHARTER SCHOOL WHICH OPERATES TUITION-FREE. THEREFORE, SCHOLARSHIPS AND FINANCIAL ASSISTANCE ARE NOT APPLICABLE.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2019

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.
Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE ORGANIZATION RECEIVES FINANCIAL ASSISTANCE FROM THE CALIFORNIA DEPARTMENT OF EDUCATION AND THE COUNTY OF ALAMEDA AS PART OF ITS OPERATION AS A PUBLIC CHARTER SCHOOL.

Multiple horizontal lines for providing additional information.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

2019

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
 ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
 ▶ Attach to Form 990.
 ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Name of the organization: **EAST BAY INNOVATION ACADEMY**
 Employer identification number: **46-2428863**

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|---|
| <input type="checkbox"/> Compensation committee | <input checked="" type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment? **4a**
- b** Participate in, or receive payment from, a supplemental nonqualified retirement plan? **4b**
- c** Participate in, or receive payment from, an equity-based compensation arrangement? **4c**
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization? **5a**
- b** Any related organization? **5b**
- If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization? **6a**
- b** Any related organization? **6b**
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1b		
2		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2019

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) MICHELLE CHO EXECUTIVE DIRECTOR	(i)	130,896.	2,851.	0.	19,000.	0.	152,747.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

Multiple horizontal lines for supplemental information.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Open to Public
Inspection

Name of the organization

EAST BAY INNOVATION ACADEMY

Employer identification number

46-2428863

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

SCHOOL.

FORM 990, PART VI, SECTION A, LINE 8B:

THE ORGANIZATION DOES NOT HAVE ANY COMMITTEES WITH AUTHORITY TO ACT ON
BEHALF OF THE GOVERNING BODY.

FORM 990, PART VI, SECTION B, LINE 11B:

THE EXECUTIVE DIRECTOR/HEAD OF SCHOOL WILL PROVIDE A COPY OF THE FORM 990
TO ALL BOARD MEMBERS FOR REVIEW AND COMMENT. ANY NECESSARY EDITS WILL BE
RELAYED TO THE TAX PREPARER. UPON FINAL APPROVAL BY THE HEAD OF SCHOOL, THE
TAX PREPARER WILL FILE THE FORM 990 WITH THE IRS ON BEHALF OF THE
ORGANIZATION

FORM 990, PART VI, SECTION B, LINE 12C:

ALL BOARD MEMBERS AND KEY EMPLOYEES OF THE ORGANIZATION ARE REQUIRED TO
FILE AN ANNUAL STATEMENT (FORM 700 STATEMENT OF ECONOMIC INTEREST) IN
ACCORDANCE WITH CALIFORNIA CODE OF REGULATIONS. THE ORGANIZATION WILL
REVIEW THE CONFLICT OF INTEREST POLICY AND STATEMENTS ANNUALLY AND WHEN ANY
BOARD MEMBER JOINS. THE EXECUTIVE DIRECTOR COLLECTS THE CONFLICT OF
INTEREST FORMS EACH YEAR AND FILES ORIGINAL COPIES WITH THE ALAMEDA COUNTY
BOARD OF SUPERVISORS. WHEN CONFLICTS ARE SUSPECTED OR REPORTED EMPLOYEES
WILL BE REASSIGNED MATTERS WITH DISQUALIFYING INTEREST. BOARD MEMBERS WILL
DISCLOSE DISQUALIFYING INTERESTS AT BOARD MEETINGS AND MADE PART OF OFFICAL
RECORD. THE DISQUALIFIED BOARD MEMBER WILL REFRAIN FROM PARTICIPATING IN
THE DECISION IN ANY WAY AND WILL LEAVE THE ROOM DURING BOARD DISCUSSION AND

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2019)

Name of the organization EAST BAY INNOVATION ACADEMY	Employer identification number 46-2428863
--	---

FINAL VOTE, AS WELL AS COMPLY WITH ANY APPLICABLE PROVISIONS OF THE CHARTER SCHOOL BYLAWS.

FORM 990, PART VI, SECTION B, LINE 15:

THE BOARD OF DIRECTORS WILL APPROVE COMPENSATION BASED ON COMPARABLE DATA AVAILABLE FROM OTHER PUBLIC CHARTER SCHOOLS AND SCHOOL DISTRICTS FOR INDIVIDUALS WITH SIMILAR RESPONSIBILITIES. THE DISCUSSION AND DECISION IS DOCUMENTED CONTEMPORANEOUSLY.

FORM 990, PART VI, SECTION C, LINE 19:

ALL ORGANIZATIONAL DOCUMENTS ARE AVAILABLE UPON REQUEST.

FORM 990, PART IX, LINE 11G, OTHER FEES:

SPECIAL ED SERVICES:

PROGRAM SERVICE EXPENSES	93,233.
MANAGEMENT AND GENERAL EXPENSES	12,176.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	105,409.

BUSINESS SERVICES:

PROGRAM SERVICE EXPENSES	69,208.
MANAGEMENT AND GENERAL EXPENSES	9,038.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	78,246.

SUBSTITUTES:

PROGRAM SERVICE EXPENSES	47,578.
MANAGEMENT AND GENERAL EXPENSES	6,213.

Name of the organization EAST BAY INNOVATION ACADEMY	Employer identification number 46-2428863
--	---

FUNDRAISING EXPENSES 0.

TOTAL EXPENSES 53,791.

PROFESSIONAL DEVELOPMENT:

PROGRAM SERVICE EXPENSES 20,300.

MANAGEMENT AND GENERAL EXPENSES 2,651.

FUNDRAISING EXPENSES 0.

TOTAL EXPENSES 22,951.

CONSULTING FEES:

PROGRAM SERVICE EXPENSES 21,615.

MANAGEMENT AND GENERAL EXPENSES 2,823.

FUNDRAISING EXPENSES 0.

TOTAL EXPENSES 24,438.

HEALTH SERVICES:

PROGRAM SERVICE EXPENSES 304,054.

MANAGEMENT AND GENERAL EXPENSES 39,709.

FUNDRAISING EXPENSES 0.

TOTAL EXPENSES 343,763.

INTERSESSION EXPENSES:

PROGRAM SERVICE EXPENSES 43,865.

MANAGEMENT AND GENERAL EXPENSES 5,729.

FUNDRAISING EXPENSES 0.

TOTAL EXPENSES 49,594.

CAMS FEES:

Name of the organization EAST BAY INNOVATION ACADEMY	Employer identification number 46-2428863
--	---

PROGRAM SERVICE EXPENSES	3,961.
MANAGEMENT AND GENERAL EXPENSES	517.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	4,478.

PAYROLL FEES:

PROGRAM SERVICE EXPENSES	4,506.
MANAGEMENT AND GENERAL EXPENSES	588.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	5,094.

ASSEMBLIES:

PROGRAM SERVICE EXPENSES	6,007.
MANAGEMENT AND GENERAL EXPENSES	784.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	6,791.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A **694,555.**

FORM 990, PART XII, LINE 2C:

THE ORGANIZATION HAS NOT CHANGED THE OVERSIGHT OR SELECTION PROCESS DURING THE TAX YEAR.

TAXABLE YEAR
2019

California Exempt Organization Annual Information Return

928941 12-04-19
FORM

199

Calendar Year 2019 or fiscal year beginning (mm/dd/yyyy) **07/01/2019**, and ending (mm/dd/yyyy) **06/30/2020**

Corporation/Organization name EAST BAY INNOVATION ACADEMY		California corporation number 3564103	
Additional information. See instructions.		FEIN 46-2428863	
Street address (suite or room) 3400 MALCOLM AVENUE		PMB no.	
City OAKLAND		State CA	ZIP code 94605
Foreign country name		Foreign province/state/county	
		Foreign postal code	

<p>A First Return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>B Amended Return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>C IRC Section 4947(a)(1) trust <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>D Final Information Return? <input type="checkbox"/> Dissolved <input type="checkbox"/> Surrendered (Withdrawn) <input type="checkbox"/> Merged/Reorganized Enter date: (mm/dd/yyyy) _____</p> <p>E Check accounting method: (1) <input type="checkbox"/> Cash (2) <input checked="" type="checkbox"/> Accrual (3) <input type="checkbox"/> Other</p> <p>F Federal return filed? (1) <input type="checkbox"/> 990T (2) <input type="checkbox"/> 990PF (3) <input type="checkbox"/> Sch H (990) (4) <input checked="" type="checkbox"/> Other 990 series</p> <p>G Is this a group filing? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>H Is this organization in a group exemption <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," what is the parent's name? _____</p> <p>I Did the organization have any changes to its guidelines not reported to the FTB? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>K Is the organization exempt under R&TC Section 23701g? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," enter the gross receipts from nonmember sources \$ _____</p> <p>L If organization is a public charity exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required <input checked="" type="checkbox"/></p> <p>M Is the organization a Limited Liability Company? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>N Did the organization file Form 100 or Form 109 to report taxable income? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>O Is the organization under audit by the IRS or has the IRS audited in a prior year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>P Is federal Form 1023/1024 pending? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date filed with IRS _____</p>
--	---

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1 Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	72,450	00
	2 Gross dues and assessments from members and affiliates	2		00
	3 Gross contributions, gifts, grants, and similar amounts received STMT 1	3	6,866,740	00
	4 Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B	4	6,939,190	00
	5 Cost of goods sold	5		00
	6 Cost or other basis, and sales expenses of assets sold	6		00
	7 Total costs. Add line 5 and line 6	7		00
	8 Total gross income. Subtract line 7 from line 4	8	6,939,190	00
Expenses	9 Total expenses and disbursements. From Side 2, Part II, line 18	9	6,844,464	00
	10 Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	94,726	00
Filing Fee	11 Total payments	11		00
	12 Use tax. See General Information K	12		00
	13 Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13		00
	14 Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14		00
	15 Filing fee \$10 or \$25. See General Information F	15	N/A	00
16 Penalties and Interest. See General Information J	16		00	
17 Balance due. Add line 12, line 15, and line 16. Then subtract line 11 from the result	17		00	

Sign Here	Signature of officer	Title CFO	Date	• Telephone
	Preparer's signature MARLEN GOMEZ	Date 04/30/21	Check if self-employed <input type="checkbox"/>	• PTIN P01306775
Paid Preparer's Use Only	Firm's name (or yours, if self-employed) and address CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLEN DORA, CA 91740		• Firm's FEIN 41-0746749	• Telephone (626) 857-7300
	May the FTB discuss this return with the preparer shown above? See instructions <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

EAST BAY INNOVATION ACADEMY

46-2428863

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

928951 12-04-19

SEE PART II SUBSTITUTE ATTACHMENT

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1		00	
	2	Interest	•	2		00	
	3	Dividends	•	3		00	
	4	Gross rents	•	4		00	
	5	Gross royalties	•	5		00	
	6	Gross amount received from sale of assets (See Instructions)	•	6		00	
	7	Other income	•	7		00	
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1		8		00	
	9	Contributions, gifts, grants, and similar amounts paid	•	9		00	
	10	Disbursements to or for members	•	10		00	
	11	Compensation of officers, directors, and trustees	•	11		0 00	
	12	Other salaries and wages	•	12		00	
	Expenses and Disbursements	13	Interest	•	13		00
		14	Taxes	•	14		00
		15	Rents	•	15		00
		16	Depreciation and depletion (See instructions)	•	16		00
		17	Other Expenses and Disbursements	•	17		00
		18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9		18		00

Schedule L Balance Sheet

Beginning of taxable year

End of taxable year

Assets	(a)	(b)	(c)	(d)
1 Cash				•
2 Net accounts receivable				•
3 Net notes receivable				•
4 Inventories				•
5 Federal and state government obligations				•
6 Investments in other bonds				•
7 Investments in stock				•
8 Mortgage loans				•
9 Other investments				•
10 a Depreciable assets				
b Less accumulated depreciation	()		()	
11 Land				•
12 Other assets				•
13 Total assets				
Liabilities and net worth				
14 Accounts payable				•
15 Contributions, gifts, or grants payable				•
16 Bonds and notes payable				•
17 Mortgages payable				•
18 Other liabilities				
19 Capital stock or principal fund				•
20 Paid-in or capital surplus. Attach reconciliation				•
21 Retained earnings or income fund				•
22 Total liabilities and net worth				

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1 Net income per books	•	7 Income recorded on books this year not included in this return	•
2 Federal income tax	•	8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•	9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•	10 Net income per return.	
5 Expenses recorded on books this year not deducted in this return	•	Subtract line 9 from line 6	
6 Total. Add line 1 through line 5			

EAST BAY INNOVATION ACADEMY

46-2428863

CA 199

CASH CONTRIBUTIONS
INCLUDED ON PART I, LINE 3

STATEMENT 1

<u>CONTRIBUTOR'S NAME</u>	<u>CONTRIBUTOR'S ADDRESS</u>	<u>DATE OF GIFT</u>	<u>AMOUNT</u>
BRAD EDGAR	3400 MALCOLM AVE OAKLAND, CA 94605	10/01/19	10,225.
KEVIN SCHWARTZ	3400 MALCOLM AVE OAKLAND, CA 94605	09/24/19	5,000.
LAURIE FOY	3400 MALCOLM AVE OAKLAND, CA 94605	09/18/19	5,113.
TOTAL INCLUDED ON LINE 3			<u>20,338.</u>

022

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR

2019

California e-file Return Authorization for Exempt Organizations

FORM

8453-EO

Exempt Organization name	Identifying number
EAST BAY INNOVATION ACADEMY	46-2428863

Part I Electronic Return Information (whole dollars only)

1 Total gross receipts (Form 199, line 4)	1	<u>6,939,190</u>
2 Total gross income (Form 199, line 8)	2	<u>6,939,190</u>
3 Total expenses and disbursements (Form 199, line 9)	3	<u>6,844,464</u>

Part II Settle Your Account Electronically for Taxable Year 2019

4 <input type="checkbox"/> Electronic funds withdrawal	4a Amount	4b Withdrawal date (mm/dd/yyyy)
--	-----------	---------------------------------

Part III Banking Information (Have you verified the exempt organization's banking information?)

5 Routing number _____	7 Type of account: <input type="checkbox"/> Checking <input type="checkbox"/> Savings
6 Account number _____	

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2019 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

Sign Here _____ **CFO** _____
 Signature of officer Date Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2019 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO ERO's signature	MARLEN GOMEZ	Date	Check if also paid preparer <input checked="" type="checkbox"/>	Check if self-employed <input type="checkbox"/>	ERO's PTIN P01306775
Must Sign Firm's name (or yours if self-employed) and address	CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLENDORA, CA				Firm's FEIN 41-0746749 ZIP code 91740

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Paid preparer's signature	Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN
Must Sign Firm's name (or yours if self-employed) and address			Firm's FEIN ZIP code

For Privacy Notice, get FTB 1131 ENG/SP.

FTB 8453-EO 2019

School Year: [2020-21]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
East Bay Innovation Academy (EBIA)	01612590129932	March 25, 2021	May 19, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

East Bay Innovation Academy’s (EBIA) School Plan for Student Achievement (SPSA) is a Targeted Assistance School Program focused on serving students most at risk of failing. EBIA is currently designated as an Additional Targeted Support and Improvement (ATSI) school site based on our academic Math results for our Special Education students and academic ELA results for English Language Learners.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a charter school with a limited number of administrators and staff responsible for meeting all the requirements of both a District and school site, EBIA ensures our goals are clear and that strategic plans -- WASC, LCAP, SPSA, and charter petition -- are aligned. This allows us to use human, financial, and physical resources effectively. Plans are monitored and regularly updated based on a comprehensive needs assessment which includes a resource audit, teacher observations, stakeholder surveys, analysis of instructional programs, student achievement data and local metrics. EBIA engages our stakeholders (the board, students, parents, administrators, and teachers) and consults them in the decision-making process.

The overall objective of our improvement planning is to improve student achievement for all students at EBIA. EBIA believes in the inherent ability of all students to be successful, and will respond with strategic investments to ensure equitable access and support to all subgroups.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year, EBIA’s the School Leadership Team (SLT) consults with the East Bay Innovation Academy Teachers Association (ETA), the Parent Advisory Council (PAC), the Board of Directors, and

students around the most effective and inclusive ways to close our academic achievement and school culture/climate gaps. Our consultation is conducted through data analysis, surveys, teacher discussions and professional development, parent discussions and trainings, advisory period with students, and Board Meetings. Our stakeholder consultations include analyzing student achievement data, measuring the effectiveness of current improvement strategies, evaluate goals, actions, outcomes, timelines, and funding allocations.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

EBIA intentionally created a Diverse by Design program reflecting our Oakland community and the larger society that our student will someday join. EBIA does not track students and classroom are heterogeneous. While full inclusion is supported programmatically for our student subgroups, it was deemed that resource allocation to support some of our student subgroups, including our English Language Learners, needed to be increased. Starting with 19-20 year, we increased resource allocation to differentiation and English Language support, and also allocated resources to related professional development. All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate and scaffold instruction and every student has access to standards based instructional materials as required by the Williams Act.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.

Identified Need

Decrease Chronic Absenteeism Rates, specifically for African American, Hispanic, and SPED students

Maintain high average daily attendance rates

Maintain low middle school dropout rates

Decrease high school dropout rates

Decrease suspension rates

Continue integrating restorative justice practices into EBIA's culture

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Color of the Chronic Absentee Indicator on the California	"Orange" for Overall performance	"yellow" or higher for all significant student subgroups

Dashboard for all significant subgroups	"Orange" for African American, Hispanic, Socioeconomically disadvantaged. "Green" Students with disabilities, "Blue" Two or More Races, Whites	
% of average daily attendance rate	95%	95%
% of High School Dropout rate	N/A	<5%
% of Middle school dropout rate	0%	0%
Color of the Suspension Indicator on the California Dashboard for all significant subgroups	"Red" for Overall performance, African American, Socioeconomically Disadvantaged, and Students with Disabilities. "Orange" English Learners, White, and Hispanic. "Blue" for Two or more Races	"Yellow" or higher for all significant student subgroups
% of completion rate of survey for each stakeholder group (Parent, student, teacher)	71%-76%: Student Completion Rate 73%-79%: Teacher Completion Rate	75% 75%
% of guardian or parents who demonstrate satisfaction with school climate on the annual schoolwide survey.	65%	70%
% of students demonstrate satisfaction with the school climate on the annual schoolwide survey	64%	70%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Tiered communication and follow-up for absences, including home visits from administration and operations team. Monitoring of attendance and weekly engagement, collaboration with instruction team to identify and support struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$50,000

LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The proactive and substantial follow-up for engagement began in Trimester 3, 2019 year as we pivoted to distance learning. It was effective in identifying the barriers for student engagement – for instance, we were able to problem-solve around technology limitations fairly easily. The challenge in 20-21 is the incremental impact of the ongoing nature of the pandemic, to family life, which in turn impacts student wellness and readiness to learn.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The expenditures involve staff salaries; there are no major differences between the intended implementation and actual.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

While this strategy was particularly effective at the beginning of the pandemic, we are seeing an increasing level of decreased engagement. But this strategy will still be helpful in addressing any changing trends in engagement among our unduplicated students.

Goal 2

To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

Identified Need

Improve ELA results for ALL subgroups
 Improve Math results for ALL subgroups
 Provide appropriately credentialed, innovative teachers who will inspire students
 Provide adaptive curriculum
 Provide supplemental supports for students that are struggling
 Identify specific supports for EL students in Math and ELA
 Identify specific supports for Students with disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of EL students who progressed at least one ELPI level	34.6%	5% growth year over year
% of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)	38.5%	5% growth year over year
Color of the Performance Indicator on California Dashboard for ELA for overall performance and each significant subgroup	Overall = "Green", 9.8 points above standard, EL = "Red" SWD = "Orange" Hispanic = "Orange" African American = "Yellow" SED = "Yellow" Two or More Races = "Blue" White = "Blue"	Overall = "Green", EL = "Orange" SWD = "Orange" African American = "Yellow" Hispanic = "Yellow" SED = "Yellow" Two or More Races = "Green"
Color of the Chronic Absentee Indicator on the California Dashboard for all significant subgroups	"Orange" for Overall performance "Orange" for African American, Hispanic, Socioeconomically disadvantaged. "Green" Students with disabilities, "Blue" Two or More Races, Whites	"Yellow" or higher for each all significant sub groups of students
Color of the Performance Indicator on the California Dashboard for Math for overall performance and each significant subgroup	Overall = "Yellow", 18 points below standard, maintained -2.5 points EL = "Red" SWD = "Red" African American = "Orange"	Overall = "Yellow", EL = "Yellow", SWD = "Orange", African American = "Yellow", Hispanic = "Yellow", SED = "Yellow", Two or More Races = "Green", White = "Green"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic = "Orange" SED = "Orange" Two or More Races = "Green" White = "Green"	
% of students that demonstrate proficiency or at least one year of growth in math, science, history and ELA on NWEA - MAP	73% for Math 80% for ELA	3% increase for Math 3% increase for ELA

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Director of Student Support Services will conduct an audit of EL supports and services to identify any gaps. Instructional teams will evaluate the success and difficulties of EL students to identify any patterns with specific courses or instructors for coaching purposes.

All teachers of EL and RFEP will be appropriately certificated in SADAIE and ELD instructional strategies (CLAD certification). They will also receive ongoing PD and have access to the latest research on instructional strategies for ELD students.

Apply benchmark testing, NWEA MAP, two-three times a year to monitor progress and individualize support.

Instructional aides will provide EL students with integrated and designated instruction. We are also prioritizing EL students for in-person instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$50,000	LCFF Supplemental: 1000-1999 Certificated Personnel Salaries
\$50,000	Title IV: 2000-2999 Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

School Plan for Student Achievement| Page 6 of 4

(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Run a distance learning hub and provide environmental support for unduplicated students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$40,000

CARES Act

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Hire an Academic Support Specialist to work primarily with unduplicated students and students struggling with remote learning. Primary function is to develop and help implement a personalized learning plan to be on track for graduation and college/career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$70,000

LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the uncertainty of the pandemic, we will not know the effectiveness of this goal until state testing resumes. This strategy will likely continue in future years to mitigate the impact of pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds will need to be reallocated pending hybrid, full on-campus, or full distance learning options for the remainder of the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We cannot predict changes for next year at this moment.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 60,445

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 60,445

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



STATEMENT OF WORK #6

by and between
EdTec Inc. and East Bay Innovation Academy

Reference:	Master Services Agreement dated April 22, 2013, by and between EdTec Inc. (“EdTec”) and East Bay Innovation Academy (“Client”).
Term:	July 1, 2021 through June 30, 2022 (the “Initial Term”). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a “Renewal Term”). The Initial Term and any Renewal Term(s) are referred to as the Term.
Scope of Services:	<p>EdTec will provide the following consulting services to Client during the Term:</p> <p>CALPADS Support to Include:</p> <ul style="list-style-type: none"> • CALPADS project management, including: <ul style="list-style-type: none"> ○ Establishing timelines and milestones ○ Tracking important system changes and announcements ○ Communicating progress and areas of need to appropriate school officials • Provide instruction on data elements for staff to collect • Training and documentation on data entry into student information system, CALPADS system, or file templates as appropriate • Generate files and assist schools in resolving missing/conflicting data in student information system • Upload files and assist schools in resolving missing/conflicting data in CALPADS • Review of key performance indicators, red flags, and possible implications of certified data • Complete all CALPADS submissions for Client to review and certify <p><i>*for additional scope details please refer to Appendix I</i></p> <p>PowerSchool Support to Include:</p> <p>Core Service Bundle</p> <ul style="list-style-type: none"> • Beginning-of-year system setup and configuration • Beginning-of-year scheduling assistance and support • Local attendance reporting and compliance setup • Grading setup support, including assistance with: <ul style="list-style-type: none"> ○ Setting up grading terms ○ Modifying grading scales ○ GPA calculations • PowerTeacher Gradebook training and setup • Report card and progress report setup and support

	<ul style="list-style-type: none"> ○ Traditional-based grading only ● Basic report, form letter, and mailing label setup and support ● End-of-year rollover and closeout <p>PowerSchool Helpdesk and Training</p> <ul style="list-style-type: none"> ● PowerSchool administrative support and troubleshooting ● PowerSchool ad-hoc training around Core Service Bundle ● PowerTeacher and gradebook support ● Three (3) included trainer-led workshops around Core Service Bundle topics. Topics to be determined by school. <p>*Client to provide EdTec with access to its PowerSchool student information system application.</p>
<p>Excluded Services:</p>	<p>Any PowerSchool services that fall outside the scope of the above services are available to schools on an hourly billable basis (see Compensation section below for pricing). These services may include, but are not limited to:</p> <ul style="list-style-type: none"> ● PowerSchool interface customizations ● Advanced report building (Object Report and ReportWorks) ● Roster provisioning for third-party systems such as assessment systems, behavioral management systems, and auto-dialer systems <p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing.</p>
<p>Compensation:</p>	<ul style="list-style-type: none"> ▪ CALPADS Support, PowerSchool Core Service Bundle, and PowerSchool Helpdesk and Training: <ul style="list-style-type: none"> ○ Annual fixed fee of \$13,500 payable in equal monthly installments during the course of the Term. ▪ Any work requested by Client beyond the scope of this Statement of Work is billable at the then-current discounted hourly fee schedule for back-office clients, currently \$150/hour, and will not be performed without prior approval of Client. ▪ Actual travel costs and out of pocket expenses will be billed to Client and unproductive travel time is billed at ½ of the applicable hourly rate. ▪ <u>Fee Increases:</u> EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Initial Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Initial Term or then-current Renewal Term, as applicable. ▪ Payment terms are net thirty (30) days from receipt of EdTec’s invoices, which shall be issued monthly and upon completion of the services. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty (30) days past due.
<p>School Obligations:</p>	<p>Client CALPADS responsibilities include:</p> <ul style="list-style-type: none"> ▪ Collecting student, course, and staff data

	<ul style="list-style-type: none"> ▪ Inputting data into student information system, file templates, or CALPADS system as appropriate following training/instructions and schedule provided by EdTec ▪ Resolving data discrepancies that cannot be resolved by EdTec ▪ Resolving anomalies with other LEAs ▪ Certifying completed submissions after EdTec completes submission process <p>Client shall provide EdTec with access to Client's instance and/or equipment upon which applicable software programs are loaded or operating as reasonably necessary to permit EdTec to perform its obligations under this SOW.</p> <p>In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, to cooperate reasonably with EdTec, and to timely complete all tasks assigned to Client pursuant to the mutually agreed project plans developed at the outset of the project(s).</p>
<p>Termination:</p>	<p>This Statement of Work may only be terminated for material breach, with cause, after written notice, with full payment of work completed and a thirty (30) day opportunity to cure. EdTec may also terminate this Statement of Work at any time without liability in the event Client violates any of the School Obligations above.</p>
<p>EdTEC INC.</p> <p>By: _____</p> <p>Name: Steve Campo</p> <p>Title: President & CEO</p> <p>Date: _____</p> <p>1410A 62nd Street Emeryville, CA 94608 Fax: 510.663.3503</p>	<p>EAST BAY INNOVATION ACADEMY</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p> <p>Address: _____</p> <p>_____</p> <p>Email: _____</p> <p>Phone: _____</p> <p>Fax: _____</p>

Statement of Work #6 by and between EdTec Inc. and
 East Bay Innovation Academy
 Page 4 of 4, effective July 1, 2021

APPENDIX I: Comprehensive CALPADS Service Scope		
Task Description	EdTec Responsibilities	School Responsibilities
A. Fall 1 Submission (October - January)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review Fall 1 required data in School's SIS and identify missing/inaccurate data -Review of CALPADS Fall 1 setup in School's SIS (race/ethnicity, exit code mappings) -Train staff how to review Fall 1 certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all Fall 1 required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify Fall 1 snapshot reports and make corrections, as needed
Student Enrollment Submission	<ul style="list-style-type: none"> -Mass request SSIDs and update student enrollments through an SENR submission -Generate and troubleshoot SENR extracts -Train school how to manually generate single SSIDs in CALPADS for new students enrolling throughout the school year 	<ul style="list-style-type: none"> -Enter required student demographic information into School's SIS -Follow up with other districts/schools to resolve CCE and MID anomalies
Student Information Submission	<ul style="list-style-type: none"> -Generate, upload and troubleshoot SINP extracts -Generate, upload and troubleshoot SELA extracts 	<ul style="list-style-type: none"> -Ensure English Language Learner Information in School's SIS is up-to-date and accurate
Student Programs Submission	<ul style="list-style-type: none"> -Review student program records in School's SIS for completeness. Add student program records, if necessary -Generate, upload and troubleshoot SPRG extracts 	<ul style="list-style-type: none"> -Enter lunch eligible (free and reduced), foster youth and special education records into School's SIS
B. Fall 2 Submission (October - March)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review State required data in School's SIS and identify missing/inaccurate data -Review of CALPADS Fall 2 setup in School's SIS -Train staff how to review Fall 2 certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all Fall 2 required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify Fall 2 snapshot reports and make corrections, as needed
Staff Demographics Submission	<ul style="list-style-type: none"> -Generate reports that identify missing or inaccurate staff demographic data -Provide guidance on data requirements for staff demographic records -Provide guidance on obtaining SEID numbers for credentialed staff 	<ul style="list-style-type: none"> -Request Statewide Educator ID (SEID) numbers for certificated staff -Enter staff demographic data and fix any error identified by EdTec
Staff Assignments Submission	<ul style="list-style-type: none"> -Update school-provided Staff Assignment data into School's SIS, as needed -Provide guidance on data requirements for staff assignment records -Generate, upload and troubleshoot SASS extract(s) 	<ul style="list-style-type: none"> -Enter staff assignments records in the staff assignments into School's SIS
Course Sections Submission	<ul style="list-style-type: none"> -Update school-provided Course/Section data into School's SIS -Generate, upload and troubleshoot CRSE extract(s) 	<ul style="list-style-type: none"> -Enter required course and section information in School's SIS
Student Course Sections Submission	<ul style="list-style-type: none"> -Generate, upload and troubleshoot SCSE extracts 	<ul style="list-style-type: none"> -Ensure student schedules are up-to-date and accurate through Census Day
C. End-of-Year Submission (May - August)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review State required data in School's SIS and identify missing/inaccurate data -Review of CALPADS EOY setup in School's SIS (discipline codes, program codes) -Train staff how to review EOY certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all EOY required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify End-of-Year certification snapshot reports and make corrections, as needed
Student Enrollment Update Submission	<ul style="list-style-type: none"> -Generate and submit SENR and SINP extracts for all changes since the Fall 1 Submission 	<ul style="list-style-type: none"> -Populate School's SIS with required student demographic information for students since the last enrollment update -Verify completers and graduates along with all associated data elements
End-of-Year Program Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year program submission (SPRG) -Provide guidance on data requirements for additional program records 	<ul style="list-style-type: none"> -Enter student End-of-Year student program records into School's SIS
End-of-Year Discipline and Attendance Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year Discipline submission (SDIS) -Submit and troubleshoot the End-of-Year Attendance submission (STAS) -Provide guidance on data requirements and process for adding discipline records in School's SIS 	<ul style="list-style-type: none"> -Enter student discipline information into School's SIS -Enter all absences for the reporting year into School's SIS
End-of-Year Course Completion Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year Course Completion submission (CRSC and SCSC) 	<ul style="list-style-type: none"> -Confirm all term grades have been entered into School's SIS for Grades 7-12
D. Anomaly Resolution (Year-long, as needed)		
Anomaly Resolution Support	<ul style="list-style-type: none"> -Assist school with identifying and fixing CCE, MID and ERD anomalies in CALPADS and School's SIS -Provide schools with CALPADS contact info for other LEAs 	<ul style="list-style-type: none"> -Follow up with other LEAs to resolve anomalies

*This proposal does not include data remediation services. If it is determined that the initial data quality and set up requires significant intervention by EdTec, a separate scope of work for data remediation services may be required.



THIRD AMENDED & RESTATED STATEMENT OF WORK #4
by and between
EdTec Inc. and East Bay Innovation Academy

Reference:	Master Services Agreement dated April 22, 2013, by and between EdTec Inc. (“EdTec”) and East Bay Innovation Academy (“Client”).
Term:	July 1, 2017 through June 30, 2022 (the “Term”). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a “Renewal Term”). The Term and any Renewal Term(s) are referred to as the Term.
Scope of Services:	<p>1. ACCOUNTING</p> <p>Financial Statements and Accounting:</p> <ul style="list-style-type: none"> • Monthly financial statements – EdTec will close the books and reconcile accounts the accounts monthly, on or before the 15th of the succeeding month. • Setup of school’s chart of accounts and general ledger – EdTec sets up and maintains the school’s chart of accounts, based on EdTec’s standard structure which is designed to be compliant with SACS. • Customized account codes – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions. • Fund accounting – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures. • Training – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping. • Transaction recording – EdTec records in detail all transactions in a computerized accounting system. • Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards. • Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required. • Account for Capital Outlay Expenses – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.

	<p>Accounts Payable:</p> <ul style="list-style-type: none"> • EdTec will perform the following Accounts Payable services only for Year 1 of the Term. For Year 2 of the Term, the Accounts Payable function will be the sole responsibility of the Client. • EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them, based on school input, in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots payment issues with vendors. EdTec also verifies that funds are available to pay the bill. <p>Audit:</p> <ul style="list-style-type: none"> • Audit support – EdTec prepares financial documents for the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g. attendance records, employee records, teacher certifications. • Single Audit Act of 1984 – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984. • Auditor group purchasing – EdTec receives a volume discount on audits that it passes on to its clients who choose to work with this auditor. • IRS Form 990 Support (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school’s and auditor’s sole responsibility to ensure these forms are filed). • The school is responsible for attendance and audit of employee work. <p>2. PAYROLL</p> <p>EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.</p> <ul style="list-style-type: none"> • Payroll Processing – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Client representatives (excluding vacation and/or sick time tracking). EdTec generates checks for signature by authorized Client representatives (or through electronic signature) or facilitates Direct Deposit at the Client’s request. The fees set forth below include semi-monthly payroll processing. • Payroll reporting – EdTec prepares and files all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. For multiple reporting numbers, an additional fee will apply.
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	<ul style="list-style-type: none"> • Payroll record maintenance – EdTec keeps track of employee payroll information. Client maintains employee files (based on EdTec-provided template files). • W-2 and 1099 processing – EdTec prepares and sends Forms W-2 and 1099 to employees and government, provided that this SOW remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW. • IRS, SDI, WC support – EdTec assists in resolving payroll tax issues before the IRS and other federal and state reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports. • STRS/PERS and other retirement plan administration – EdTec will help the school set up STRS/PERS accounts, and makes appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the school. Note that in some cases it can take approximately 12 months to set up such contributions because of district/county delays. Also, some counties charge separately for this mandated service. The school is responsible for STRS/PERS account set-up, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS. <p>3. COMPLIANCE and ACCOUNTABILITY</p> <ul style="list-style-type: none"> • Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters directly related to the scope of services under this SOW, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources. • On an hourly basis, EdTec can provide assistance on LEA Plans and School Wide Plans. <p>4. ATTENDANCE and STUDENT INFORMATION SYSTEMS</p> <p>EdTec will perform the following Attendance and Student Information System services only for Year 1 of the Term. For Year 2 of the Term, the following Attendance and Student Information System services will be the sole responsibility of the Client; provided that, subject to availability, upon request EdTec can provide assistance on an hourly billable basis at EdTec’s then-current rate for such services.</p> <ul style="list-style-type: none"> • Internal attendance reporting – EdTec will assist with monthly attendance reports based on school-provided data as outlined in the addendum to this Statement of Work. Resolution of data discrepancies is charged at the hourly rate. • Government attendance reporting – Using school-provided data, and at the school’s request, EdTec prepares and/or performs a quality assurance check of government attendance reports, including the 20-
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	<p>day report, P-1, P-2, and P-Annual. (Note: Does not include SARC, CBEDS, CALPADS or other demographic reports). EdTec will provide up to 4 hours to train Client on CALPADS procedures and report generation. CALPADS support beyond the initial 4 hours is available on an hourly billable or project billable basis.</p> <ul style="list-style-type: none"> • Attendance procedures assistance – EdTec will provide up to 4 hours of assistance reviewing schools’ attendance accounting procedures and advising on areas for improvement, although the school is ultimately responsible for keeping accurate attendance and ADA compliance. • Student Information System (SIS) procurement and support – EdTec will provide up to 3 hours of assistance to the school leader in evaluating the school’s need for an SIS. If the school asks EdTec to access, use or troubleshoot an SIS not supported by EdTec, hourly charges will apply for EdTec to learn and use the SIS. (Note the school is responsible for taking accurate attendance, on a system provided by the school, at the school’s expense.) • School requests for EdTec assistance on items not listed in this section shall be billed hourly. <p>5. CHARTER DEVELOPMENT and GRANTS</p> <ul style="list-style-type: none"> • Fund accounting – EdTec sets up fund accounting to allow the school to track direct and allocated costs to grants. • Grant writing – On a separate fee basis, EdTec can do grant prospect analysis and write grants. • Charter renewal – On a separate fee basis, EdTec will prepare and advocate a charter petition for school renewal.
<p>Excluded Services:</p>	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant-writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District), Special Ed administration, testing, assessment, compliance with NCLB, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
<p>Compensation:</p>	<ul style="list-style-type: none"> • Back Office Services: EdTec will provide these services at a fixed fee per school fiscal year as follows: <ul style="list-style-type: none"> ○ \$84,000 for Year 1 of the Term (7/1/17-6/30/18) ○ \$60,000 for Year 2 of the Term (7/1/18 – 6/30/19) ○ \$63,000 for Year 3 of the Term (7/1/19 – 6/30/20) ○ \$63,000 for Year 4 of the Term (7/1/20 – 6/30/21) ○ \$66,000 for Year 5 of the Term (7/1/21 – 6/30/22) <p>These fixed fees <u>include</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for bank and payroll fees that will be passed through. The annual fees are payable monthly commencing on July 1, 2017.</p>

	<ul style="list-style-type: none"> ○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW. ○ In addition to the fees as provided above, there will be an incremental fee for the following, if applicable: <ul style="list-style-type: none"> ▪ Benefit accrual tracking such as vacation and sick time. • Consulting: Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are business, budgeting and reporting consulting, grant writing, charter writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses. • Fee Increases: EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Term or then-current Renewal Term, as applicable. • Payment Terms: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.
<p>School Obligations:</p>	<p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p> <p>Client will comply with the attached Roles and Responsibilities document (Attachment 1).</p>

Termination:	Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open by September 30 of the applicable school fiscal year, or (c) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.
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Third Amended and Restated Statement of Work #4
by and between EdTec Inc. and East Bay Innovation Academy
Page 7 of 11, effective July 1, 2021

EdTEC INC.	EAST BAY INNOVATION ACADEMY
By: _____	Signature: _____
Name: Steve Campo	Name: _____
Title: President & CEO	Title: _____
Date: _____	Date: _____
1410A 62 nd Street Emeryville, CA 94608	Address: _____ _____
Fax: 510.663.3503	Email: _____
	Phone: _____
	Fax: _____

Third Amended and Restated Statement of Work #4
by and between EdTec Inc. and East Bay Innovation Academy
Page 8 of 11, effective July 1, 2021

The undersigned officer of EAST BAY INNOVATION ACADEMY, a California public charter school (the "School"), hereby certifies that this Agreement has been duly approved by the governing body of the School, at a publicly noticed meeting held on May 17, 2021.

EAST BAY INNOVATION ACADEMY

Signature: _____

Name: _____

Title: _____

ATTACHMENT 1

Roles and Responsibilities

Clarity on roles and responsibilities between EdTec and East Bay Innovation Academy (“Client”) will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

	EdTec	Client
Payroll	<ul style="list-style-type: none"> • Accurate, complete payroll on a semi-monthly basis • Published calendar of payroll deadlines • Reminders for payroll deadlines • Final payroll information sent to client for approval by at least one working day prior to client’s payroll approval date • Advice on setting up STRS/PERS • Primer on health insurance terminations, COBRA, and employee vs. contractor classifications 	<ul style="list-style-type: none"> • Timecards and Changes: Submission to EdTec of timecards for new hires and other payroll changes by payroll calendar deadlines and using EdTec forms/processes • Payroll Approval: Approval (email or fax) to EdTec by payroll calendar deadlines • New Hires: Timely submission to EdTec of new hire paperwork on EdTec new hire forms • Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/ deduction programs • Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs.
ONLY FOR YEAR 1 OF THE TERM: Accounts Payable	<ul style="list-style-type: none"> • Timely and accurate check payments • Payment of invoices according to client’s approval policies • Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors • Payment systems linked to financial statements • Bank account reconciliations • Invoice/payment research • Advising clients on outstanding checks to ensure adequate cash availability 	<ul style="list-style-type: none"> • Submission of Payment and Deposit Information <ul style="list-style-type: none"> ○ Weekly submission to EdTec of invoices, reimbursement requests, deposits, and other expenditures using EdTec forms and processes ○ Coding all expenses and non-state funding deposits using EdTec forms and processes and codes from the most recent budget. • Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations

<p>ONLY FOR YEAR 1 OF THE TERM: Attendance and SIS</p>	<ul style="list-style-type: none"> • Provide School Questionnaire form to Client • Provide District/Authorizer Questionnaire form to Client. • Evaluation of SIS systems (up to 3 hours in first year of operations) • Generation of complete, accurate attendance reports (based on school provided data) by the deadline • Monthly, 20-Day and P-Reports: Basic quality assurance and troubleshooting (up to 1.5 hours per report) • Class Size Reduction Report: Report preparation and submission (for up to 4 hours) for K-3 schools only • CALPADS / CSIS Reports: EdTec will provide up to 4 hours to train Client on CALPADS procedures and report generation. CALPADS support beyond the initial 4 hours is available on an hourly billable or project billable basis. • Training: Conduct Attendance Primer training before the start of the school year to educate Client staff on basic attendance processes 	<ul style="list-style-type: none"> • Accurate and complete collection of attendance data in compliance with State rules • Completion of School Questionnaire form • Completion of District/Authorizer Questionnaire form • Monthly Reports: Submission of data to EdTec at least 3 business days before the deadline • P-Reports: Submission of data to EdTec at least 5 business days before the deadline • Clients without student information system software will submit student data to EdTec using EdTec forms • Training: Key Client staff to attend start of year Attendance Primer training; EdTec will not be able to complete the Attendance / Data deliverables until the training is completed
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The payroll, accounts payable, and attendance deadlines / calendars referenced above shall be provided separately.

1. LATE FEES and PROCESSING CHARGES

Payroll:

- **Timecards and Payroll Changes:** A late fee of \$100 will be imposed for each business day timecards for hourly staff and payroll changes are submitted late to EdTec based on the published Payroll Calendar. The latest Timecards and Changes can be accepted is one business day prior to Payroll Approval deadlines.
- EdTec will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to EdTec error. For all other manual check requests, EdTec will charge a fee of \$35 plus overnight delivery charges (if overnight delivery is requested).

Accounts Payable (only for Year 1 of the Term):

- **Weekly Submittal:** Client must submit a weekly package conforming to EdTec forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to EdTec using EdTec forms. If Client fails to submit this weekly package or fails to submit all necessary invoices and receipts to process payment, Client will be charged an additional processing fee of \$35.

- As a courtesy, EdTec may waive the first two occurrences (i.e. up to \$70) of the Weekly Submittal processing fee.

Attendance (only for Year 1 of the Term):

- **Evaluation of SIS systems:** EdTec fees include up to 3 hours in first year of school's operations to assist Client with the evaluation of SIS systems.
- **Monthly, 20-Day and P-Reports:** EdTec fees include 1.5 hours of quality assurance and troubleshooting when processing and generating each report. Any EdTec work beyond this hour (including data correction and reconciliation with other periods) will be charged at the discounted data service rate.
- **Expedite Fee:** If Client misses an EdTec deadline for providing data and subsequently requests assistance in generating reports on an expedited basis, a \$100 expedite fee per occurrence may apply.
- **Class Size Reduction Report for K-3 schools:** EdTec fees include up to four hours of time for report preparation and submission.
- **CALPADS / CSIS Reports:** EdTec fees include up to four hours for training on report assistance and generation. CALPADS support beyond the initial 4 hours is available on an hourly billable or project billable basis.
- EdTec can provide additional assistance for reports at the discounted data service rate.
- If Client requires EdTec assistance for work with external deadlines (e.g. P-Reports), EdTec may set a deadline for receiving the request, data, and/or other materials from the Client to ensure timely and accurate processing. EdTec may charge an expedite fee for requests, data, and/or other materials not received from the client by the EdTec deadline.
- If Client does not have a student information software system, Client will use EdTec forms when submitting information to EdTec. Failure to use EdTec forms will result in a processing fee of \$100.
- As a courtesy, EdTec may waive the first occurrence of the forms processing fee.

[end]



Renewal Membership Agreement: 2021 - 2022

Term and Fee

The agreement below outlines the term and fee associated with your BoardOnTrack membership renewal. Your membership fee is due 30 days prior to the *Renewal Membership Start Date* below.

After you electronically sign this contract, we will send an invoice to the billing contact listed below. Please let us know if the billing contact is incorrect. It is okay to sign the contract and let us know via email that you want to change your billing contact.

Member Billing Information

Member	East Bay Innovation Academy
Billing Address	3400 Malcolm Ave Oakland, CA 94605
Billing Contact Name	Michelle Cho
Billing Contact Role	EBIA COO/CFO
Billing Contact Email Address	michelle.cho@eastbayia.org
Billing Contact Phone Number	

Membership Terms

Renewal Membership Start Date	7/1/21
Membership Package	Operation
Membership Term	1 year
Membership Fee	\$ 2995

By signing this agreement, East Bay Innovation Academy
agrees to the terms described above.

Authorized Signature

DocuSigned by:
Michelle Cho
88736CCD559246E...

Accepted By (Member) _____

Printed Name Michelle Cho

Date of Member Acceptance 5/14/2021

I read, understand and accept the BoardOnTrack Terms and Conditions available [here](#). I certify that I am authorized to sign and enter into an agreement for the organization purchasing the BoardOnTrack Membership.

Note: You can find BoardOnTrack's W-9 form [here](#).

Lina's Janitorial Services

P.O. Box 3137
Alameda, CA 94501
(510) 552-7813

E-Mail: linasjanitorialservices@gmail.com

Upper Campus Daily Janitorial Cleaning Proposal for the 2021-2022 School

Year :

East Bay Innovation Academy

3800 Mountain Blvd.
Oakland, CA 94619

Areas to be Serviced at Upper Campus

1. Main Office/Reception Area
2. Classrooms
3. Student Bathrooms
4. Staff Bathrooms
5. Cafeteria
6. Library
7. Gym
8. Auditorium

(Total On-Campus Janitor Hours: 9 a.m to 5 p.m)*

Scope of Daily Janitorial Work

Classrooms:

- Vacuum all carpets
- Dispose of all garbage
- Disinfect and wipe down all tables/desks
- Disinfect and wipe down all door handles
- Mop (*rooms with floor)
- Sweep (*rooms with floor)

Main Office:

- Vacuum carpet
- Dispose of all garbage
- Disinfect and wipe down all desks
- Disinfect and wipe down all door handles

Library:

- Vacuum carpet
- Dispose of all garbage
- Disinfect and wipe down all tables/desks
- Disinfect and wipe down all door handles

Auditorium:

- Vacuum carpet
- Dispose of all garbage
- Disinfect used surfaces on need basis
- Disinfect and wipe down all door handles

Staff and Student Bathrooms:

- Clean and disinfect all sinks, toilets and or urinals
- Dispose of all garbage
- Sweep
- Mop
- Disinfect and wipe down all door handles
- Restock all bathroom supplies as needed (Soap, Paper Towels, Toilet Paper, etc)

Hallways:

- Sweep and maintain main hallways
- Dispose of any garbage

Cafeteria/Gym:

- Post-lunch break down

- Sweep all floors
- Mop
- Dispose of all garbage
- Disinfect and wipe down all tables
- Disinfect and wipe down all door handles

Lina's Janitorial Services

P.O. Box 3137
Alameda, CA 94501
(510) 552-7813

E-Mail: linasjanitorialservices@gmail.com

Lower Campus Daily Janitorial Cleaning Proposal for the 2021-2022 School

Year :

East Bay Innovation Academy

3400 Malcome Ave
Oakland, CA 94605

Areas to be Serviced at Lower Campus

1. Lobby/Reception Area
2. General Office
3. Classroom
4. Restrooms
5. Hallways
6. Cafeteria/Gym

*(*Total On-Campus Janitor Hours: 10 a.m to 7 p.m)*

Scope of Daily Janitorial Work

Classrooms:

- Sweep
- Mop
- Dispose of all garbage
- Disinfect and wipe down all tables/desks
- Disinfect and wipe down all door handles

Staff and Student Bathrooms:

- Clean and disinfect all sinks, toilets and or urinals

- Dispose of all garbage
- Sweep
- Mop
- Disinfect and wipe down all door handles
- Restock all bathroom supplies as needed (Soap, Paper Towels, Toilet Paper, etc)

Hallways:

- Sweep floors
- Disposal of garbage
- Mop

Cafeteria/Gym:

- Post-lunch break down
- Sweep all floors
- Mop
- Dispose of all garbage
- Disinfect and wipe down all tables
- Disinfect and wipe down all door handles

Lina's Janitorial Services

P.O. Box 3137

Alameda, CA 94501

(510) 552-7813

E-Mail: linasjanitorialservices@gmail.com

Cost Summary for the 2021-2022 School Year Daily Cleaning:

East Bay Innovation Academy

The following is a summary of the cost associated with Lina's Janitorial Services. This is based on the janitorial and cleaning services that will take place at both EBIA's Upper and Lower campuses during the 2021-2022 academic school year.

Costs:

- Middle school (Lower campus) monthly cost: **\$5,000**
- High school (Upper campus) monthly cost: **\$5,000**

Grand Total per Month:

\$10,000

Schedule of Cleaning:

The 2021-2022 janitorial and cleaning services for both EBIA's Upper and Lower campuses by Lina's Janitorial Services will begin upon official approval and start on August 1, 2021.

Terms and Conditions

***EBIA is to provide all toiletries, including all supplies for cleaning via Cogent (Starline Supply Company) account.**

Coversheet

LCAP Update

Section: III. Academic Excellence

Item: A. LCAP Update

Purpose: Discuss

Submitted by:

Related Material:

EBIA_Draft LCAP Update_May 2021.pdf

DRAFT 2021_Local_Control_and_Accountability_Plan_LCP_Annual_Update_East_Bay_Innovation_Academy_20210519.pdf

DRAFT 2021_Local_Control_and_Accountability_Plan_East_Bay_Innovation_Academy_20210519.pdf

LCAP Update

May 2021



Local Control and Accountability Plan (LCAP)

- **LCAP** is a strategic planning tool to achieve local/state priorities in education
- To be aligned with budget for **Local Control Funding Formula (LCFF)** funds (per-pupil funding)
- **California School Dashboard** provides framework for assessing how schools are meeting needs of all students

Reflections (based on review of data)

- **Successes**
 - Distance learning
 - Community/Climate
 - Learning continuity
- **Identified Need**
 - Graduation rate (1st 4 year cohort)
 - UC/CSU requirements (data reporting)
 - English Learners
 - Covid recovery

Stakeholder engagement

- Board (March, May)
- Staff (5/11, 5/13)
- Families (5/21)
- Students

EBIA SY 21-22 LCAP Goals

1. Provide and maintain basic services for students and school
2. Create a culture of caring and responsibility, where students feel safe, supported, and can develop into leaders who collaborate, manage change, and take ownership of their learning
3. Provide a coherent 21st century program that offers new, innovative and alternative educational experiences
4. Maintain very high attendance to ensure school receives state money via ADA

1. Provide and maintain basic services to students and school

- Adhere to public health Covid-19 protocols (State Priority 1)
- Comply with instructional minute requirements and in-person learning to the extent possible (State Priority 2)
- Ensure appropriate qualifications, assignments and training for staff (State Priority 2)
- Continue to seek input in various ways, and lessen the barrier for parental engagement. (State Priority 3)
- Enable academic growth (State Priority 4)
- Continue outreach to students/families who are experiencing difficulties with attendance and engagement. (State Priority 5, 7)
- Build upon academic counseling and credit recovery systems to maximize graduation and A-G completion. (State Priority 7)

1. Provide and maintain basic services to students and school

- Measuring and reporting results
 - Independent audit
 - % of credentialed teachers in all subject areas
 - Academic growth as measured by local and state assessments
 - Graduation rate
 - A-G readiness
- Actions and Services
 - Enhance learning environment
 - PD for teachers clearing credentials
 - Curriculum
 - Assessment
 - RTI/Expanded learning
 - CCR

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

- Reinforce norms and practices as staff and students transition to in-person learning, strengthen restorative justice practices. (State Priority 6)
- Continue to grow in our focus on equity

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

- Measuring and reporting results
 - School culture and climate survey
 - Suspension rate
 - Chronic absenteeism
- Actions and Services
 - Deans of students
 - Mental health services
 - Measure G1 activities
 - Schoolwide culture and climate surveys
 - Physical and mental health safety

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

- Continue to improve project-based learning opportunities for students in all grades
- Leverage blended learning to accelerate student learning
- Continue to incorporate Career Technical Education (CTE) courses in linked learning pathway
- Continue to incorporate work-based learning opportunities
- Continue to innovate on strategies to engage students in learning

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

- Measuring and reporting results
 - Projects
 - Blended learning
 - CTE instruction
 - Work-based learning
 - Chromebooks
- Actions and services
 - PD on PBL
 - Blended Learning platforms
 - CTE staffing and equipment
 - Career exploration/job shadow/internships
 - CDW/IT support

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

- Support enrollment and 95% attendance through engagement strategies

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

- Measuring and reporting results
 - ADA
- Actions and services
 - School Information System and School Messenger
 - Outreach team (SARB)



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Michelle Cho Executive Director	michelle.cho@eastbayia.org 510-577-9557

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.

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
<p>Metric/Indicator % of average daily attendance rate</p> <p>19-20 95% ADA</p> <p>Baseline 95% ADA</p>	<p>95.7% ADA</p>
<p>Metric/Indicator Average Teacher Rating will be "Effective" as defined by the CBA</p> <p>19-20 Average Teacher Rating will be "Effective" as defined by the CBA</p> <p>Baseline Average Teacher Rating will be "Effective" as defined by the CBA</p>	<p>Average Teacher Rating is higher than "Effective" as defined by the CBA</p>
<p>Metric/Indicator % of guardian or parents who demonstrate satisfaction with school on the annual school wide survey.</p> <p>19-20 85% of guardian or parents who demonstrate satisfaction with school on the annual school wide survey.</p> <p>Baseline</p>	<p>School climate: 67% of guardian or parents responded that the school is a good fit for their child. (panorama)</p>

Expected	Actual
<p>80% of guardian or parents who demonstrate satisfaction with school on the annual school wide survey.</p>	
<p>Metric/Indicator % of students demonstrate satisfaction with the school on the annual school wide survey</p> <p>19-20 90% of students demonstrate satisfaction with the school on the annual school wide survey.</p> <p>Baseline 72% of students demonstrate satisfaction with the school on the annual school wide survey.</p>	<p>School climate: 70% of students responded favorable climate of support for academic learning. (panorama)</p>
<p>Metric/Indicator Color of the Chronic Absentee Indicator on the California Dashboard for all significant subgroups</p> <p>19-20 "Yellow" or higher for each all significant sub groups of students</p> <p>Baseline .</p>	<p>N/A (Covid)</p>
<p>Metric/Indicator % of High School Drop out rate</p> <p>19-20 0%</p> <p>Baseline 1.8%</p>	<p>4 students for class of 2020 4-year cohort</p>
<p>Metric/Indicator % of Middle school drop out rate</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>0%</p>

Expected	Actual
<p>Metric/Indicator Color of the Suspension Indicator on the California Dashboard for all significant subgroups</p> <p>19-20 "Yellow" or higher for all significant student subgroups</p> <p>Baseline "Orange" for Overall performance "Orange" for Two or more races, white, African American, Hispanic, Students with Disabilities, Socioeconomically disadvantaged.</p>	<p>N/A (Covid)</p>
<p>Metric/Indicator Teacher: SCAI survey score</p> <p>19-20 Average overall score of 3 or above on SCAI survey please</p> <p>Baseline Baseline in 2019-20</p>	<p>N/A Discontinued</p>
<p>Metric/Indicator % of completion rate of survey for each stakeholder group (Parent, student, teacher)</p> <p>19-20 75%: Student Completion Rate 75%: Teacher Completion Rate 33%: Parent completion Rate</p> <p>Baseline 71%-76%: Student Completion Rate 73%-79%: Teacher Completion Rate 24%: Parent completion Rate</p>	<p>81% student completion rate 85% teacher completion rate 25% parent completion rate</p>

Expected	Actual
<p>Metric/Indicator Parent: SCAI survey score</p> <p>19-20 Average overall score of 3 or above on SCAI survey please</p> <p>Baseline Baseline in 2019-20</p>	<p>N/A Discontinued</p>
<p>Metric/Indicator Student: SCAI survey score</p> <p>19-20 Average overall score of 3 or above on SCAI survey please</p> <p>Baseline Baseline in 2019-20</p>	<p>N/A Discontinued</p>
<p>Metric/Indicator condition of facility that LEA have control over and manage</p> <p>19-20 facility is deemed in "Good" condition -specifically the elements the LEA has control over and manages</p> <p>Baseline facility is deemed in "Good" condition -specifically the elements the LEA has control over and manages</p>	<p>"Good" condition (SARC)</p>
<p>Metric/Indicator % of students exhibiting two culminating projects by the end of the school year.</p> <p>19-20</p>	<p>100% of students completed 2 or more culminating projects in 19-20</p>

Expected	Actual
100% Baseline 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire FTE counselor who is responsible for our academic and emotional counseling, incorporating Restorative Justice	FTE Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 70000	FTE Counselor 1000-1999: Certificated Personnel Salaries Federal Funds 86000
Surveys Conduct anonymous surveys of teachers, students, and parents/gaurdians. Translate surveys for all language represented in our community. Create incentives for community to complete surveys to increase participation Review and analyze responses. Address urgent items. Share results in various stakeholder groups to identify needs and trends.	Costs included in Goal 2, Action 4 LCFF Base 5000	Panorama Surveys LCFF Base 4375
hire consultant to intergrate Linked Learning into our programs. Specifically looking for a consultant with the knowledge to implement into a small school setting	Cost included in Goal 3 Locally Defined 0	Locally Defined 10000
Hire a Dean of Students for student behavior, staff professional development and systems oversight. The Dean will primarily work with our unduplicated students and providing suppoort to our staff around the additional trainings we need for supplemental supports.	Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 92000	Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 100683

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop attendance plan for any student dropping below 90% ADA	cost included in Goal 2, part of Data and Community Engagement Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 20000	part of data and Community Engagement Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 20000
Social emotional learning curriculum, educational technology platform and advisor professional development on curriculum for use in advisory.	High Resolves curriculum and PD, Measure G1 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 15000	High Resolves curriculum and PD 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 15000
<p>Safe and Clean Facilities:</p> <p>Supervision of custodial and maintenance staff</p> <p>Regular safety reporting and revising of Safety Plan as appropriate</p> <p>Regular walk-throughs and safety inspections and site inspections</p> <p>Finger printing for all volunteers</p> <p>Hire Facilities/Tech Manager</p>	<p>5515: Janitorial, Gardening Services, and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base 80,784</p> <p>5826: finger printing 5000-5999: Services And Other Operating Expenditures LCFF Base 3,551</p> <p>5615: Building repairs and Maintainance 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 10200</p> <p>% of Facility/Tech Manager's salary 2000-2999: Classified Personnel Salaries LCFF Base 33500</p>	<p>5515: Janitorial, Gardening Services and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base 111050</p> <p>5836: finger printing 5000-5999: Services And Other Operating Expenditures LCFF Base 1770</p> <p>5615: Buildings repair and maintenance 5000-5999: Services And Other Operating Expenditures LCFF Base 4767</p> <p>% of Facility/Tech manager's salary 2000-2999: Classified Personnel Salaries LCFF Base 38697</p>
<p>Leadership and extracurricular opportunities for students:</p> <p>Internships</p> <p>Drumline</p> <p>Ultimate frisbee</p> <p>Financial Literacy</p> <p>Peer Tutoring</p>	Teacher stipends for advising student groups 1000-1999: Certificated Personnel Salaries LCFF Base 15000	Teacher stipends for advising student groups 1000-1999: Certificated Personnel Salaries LCFF Base 15000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Magic the Gathering Yearbook Student Government		
Community Partnerships: % salary of Enrichment Coordinator	% salary of Enrichment Coordinator 2000-2999: Classified Personnel Salaries LCFF Base 30000	% salary of Enrichment Coordinator 2000-2999: Classified Personnel Salaries LCFF Base 30000
Intersession	5810 - Intersession 5000-5999: Services And Other Operating Expenditures LCFF Base 68,860	5810-Intersession 5000-5999: Services And Other Operating Expenditures LCFF Base 49594
Non-academic supports for students: Advisory Internships Afterschool programs	4352: Quest After school 4000- 4999: Books And Supplies LCFF Base 10200 Other costs included in Goal 2, Action 4 0	4352 Quest After School 4000- 4999: Books And Supplies LCFF Base 4794

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were not used according to Actions/Services were used to cover exceeded budgets or diverted to support the abrupt distance learning in March 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Intentional staffing of counselor, the deans, and the enrichment coordinator were a great step towards cementing a culture and climate that enables our diverse student population to connect meaningfully with each other and engage in academic growth. But with turnover in key roles, we will need to prioritize documenting and systemizing the tools to carry forward into the future years. We have also come a long way in deepening our collective and individual understanding of project-based learning. While the elements and structure to facilitate PBL is in place, we hope to make the PBL teaching and learning more robust in coming years. Our current take on PBL reflects a multi-year process in realizing the PBL vision.

Goal 2

To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

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 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of students will have access to standard aligned curriculum</p> <p>19-20 100% of students will have access to standard aligned curriculum</p> <p>Baseline 100% of students will have access to standard aligned curriculum</p>	<p>100%</p>
<p>Metric/Indicator # of vacant teacher positions</p> <p>19-20 0 vacant teacher positions</p> <p>Baseline 0 vacant teacher positions</p>	<p>2 teacher position vacancies (middle science, upper math)</p>
<p>Metric/Indicator % of teachers appropriately assigned in core courses</p> <p>19-20 100% of teachers appropriately assigned in core courses</p> <p>Baseline 100% of teachers appropriately assigned in core courses</p>	<p>100% of teachers appropriately assigned in core courses</p>

Expected	Actual
<p>Metric/Indicator % of students on track to meet the A-G requirements upon graduation</p> <p>19-20 100% of students on track to meet the A-G requirements upon graduation</p> <p>Baseline 100% of students on track to meet the A-G requirements upon graduation</p>	<p>91% on track to meet A-G requirements upon graduation</p>
<p>Metric/Indicator % of EL students that reclassified each year</p> <p>19-20 20% of EL students reclassify each year</p> <p>Baseline Baseline 2019-20</p>	<p>0% - no summative ELPAC</p>
<p>Metric/Indicator % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)</p> <p>19-20 5% growth year over year</p> <p>Baseline baseline 2019-20</p>	<p>N/A</p>
<p>Metric/Indicator % of students scoring 3 or higher on AP courses</p> <p>19-20 5% growth year over year</p> <p>Baseline 49%</p>	<p>67%</p>
<p>Metric/Indicator</p>	<p>N/A</p>

Expected	Actual
<p>Color of the Performance Indicator on California Dashboard for ELA for overall performance and each significant subgroup</p> <p>19-20 Overall = "Yellow", EL = "Orange" SWD = "Orange" African American = "Yellow" Hispanic = "Yellow" SED = "Yellow" Two or More Races = "Green" White = "Green"</p> <p>Baseline Overall = "Yellow", 1.7 points above standard, but declined 17.2 points EL = "Red" SWD = "Red" African American = "Orange" Hispanic = "Orange" SED = "Orange" Two or More Races = "Green" White = "Green"</p>	
<p>Metric/Indicator Color of the Performance Indicator on the California Dashboard for Math for overall performance and each significant subgroup</p> <p>19-20 Overall = "Yellow", EL = "Yellow" SWD = "Orange" African American = "Yellow" Hispanic = "Yellow" SED = "Yellow"</p>	<p>N/A</p>

Expected	Actual
<p>Two or More Races = "Yellow" White = "Blue"</p> <p>Baseline Overall = "Yellow", 15.5 points below standard, maintained -2.4 points EL = "Yellow" SWD = "Red" African American = "Orange" Hispanic = "Orange" SED = "Yellow" Two or More Races</p>	
<p>Metric/Indicator % of students that demonstrate proficiency or at least one year of growth in math, science, history and ELA on NWEA - MAP</p> <p>19-20 3% increase</p> <p>Baseline 73% for Math 80% for English</p>	<p>growth varying by grade (not meeting baseline for 6th and 9th)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>EL Student Supports:</p> <p>Director of School Services will conduct an audit of EL supports and services to identify any gaps.</p>	<p>Director of School Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$47585</p>	<p>Director of Student Support Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 61067</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>Evaluate the success and difficulties of EL students to identify any patterns with specific courses or instructors.</p> <p>All teachers of EL and RFEP will be appropriately certificated in ADAIE and ELD instructional strategies (CLAD certification). They will also receive ongoing PD and have access to the latest research on instructional strategies for ELD students.</p> <p>Apply benchmark testing, NWEA MAP, three times a year to monitor progress and individualize support.</p> <p>Instructional aides</p>	<p>Title I: Director of School Services 1000-1999: Certificated Personnel Salaries Title I 47415</p> <p>Costs included in Action 4 0</p>	<p>Title I: Director of Student Support Services 1000-1999: Certificated Personnel Salaries Title I 26171</p>
<p>Student with Disability supports:</p> <p>Discuss SPED strategies with core teachers to identify any area of PD needed</p> <p>Through regular grade level meetings, teacher led, and administration meetings, staff will review progress for IEP students and coordinate services through our Director of Student Services</p> <p>Performance Indicator Review (PIR) process</p> <p>Disporportionality technical assistance.</p> <p>Program/technical supports by the SELPA</p> <p>Participation in the SELPA Professional learning offerings</p> <p>Instructional Aide</p>	<p>Sped ERMHS 5800: Professional/Consulting Services And Operating Expenditures Special Education 377,347</p> <p>SPED Fed. Also salaries and benefits. 5000-5999: Services And Other Operating Expenditures Special Education 324,102</p> <p>SPED State. Also salaries and benefits. 5000-5999: Services And Other Operating Expenditures Special Education 607,122</p>	<p>Sped ERMHS 5800: Professional/Consulting Services And Operating Expenditures Special Education 326137</p> <p>SPED Fed 2000-2999: Classified Personnel Salaries Special Education 75203</p> <p>SPED state 1000-1999: Certificated Personnel Salaries Special Education 613634</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teacher Tools to increase student outcomes:</p> <p>Provide adaptive curriculum for ELA: Achieve 3000</p> <p>Provide adaptive curriculum for Math: College Preparatory Math (CPM)</p> <p>NWEA MAP behchmark assessments, administered three times a year</p> <p>SBAC interim assessments</p> <p>Summer school offerings for credit recovery</p> <p>Newslea - science</p> <p>Kahn Academy - Math supplemental support</p>	<p>4100: Approved Textbooks and Core Curricula Materials 4000-4999: Books And Supplies LCFF Base 15650</p> <p>4200: Books and other Reference Materials 4000-4999: Books And Supplies LCFF Base 3040</p> <p>4300: Materials and Supplies 4000-4999: Books And Supplies LCFF Base 19156</p> <p>4320: Educational Software 4000-4999: Books And Supplies LCFF Base 50000</p>	<p>4100: Approved Textbooks and Core Curricula 4000-4999: Books And Supplies LCFF Base 5218</p> <p>4200: Books and other References Materials 4000-4999: Books And Supplies LCFF Base 303</p> <p>4300: Materials and Supplies 4000-4999: Books And Supplies LCFF Base 10158</p> <p>4320: Educational Software 4000-4999: Books And Supplies LCFF Base 53364</p>
<p>Teacher and Staff Development and Support:</p> <p>Retain and hire appropriately credentialed and qulalified teachers</p> <p>Conduct quarterly audits of teacher credentials to ensure compliancce and track credentials nearing expiration</p> <p>Professional Development for teachers</p> <p>BTSA</p> <p>Restorative Justice practices</p> <p>EL strategies</p> <p>Linked Learning</p> <p>CCSS training</p>	<p>1100: Teacher Salaries, unrestricted 1000-1999: Certificated Personnel Salaries LCFF Base 2,036,439</p> <p>Title II services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Title II 7,124</p> <p>1300 Certificated Supervisor and Admin 1000-1999: Certificated Personnel Salaries LCFF Base 180,600</p>	<p>1100: Teacher Salaries, unrestricted 1000-1999: Certificated Personnel Salaries LCFF Base 1994643</p> <p>Title II services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Title II 10550</p> <p>1300 Certificated Supervisor and Admin 1000-1999: Certificated Personnel Salaries LCFF Base 297469</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>NGSS training MTSS Differentiated learning and Project-Based learning SELPA training Walkthroughs and class observations to provide feedback AP training High Resolves Train all staff and students on design thinking principles and incorporate those principles in all phases of work</p> <p>The administration makes time for teachers and administrators to: Collectively review student achievement data broken into subgroups Develop curriculum and assessments Discuss individual students Discuss any concerns</p> <p>Teachers are also supported by Director of student services, Dean of students, counselors. Director of College Readiness, and instructional aides</p>	<p>1311: Site Admin 1000-1999: Certificated Personnel Salaries LCFF Base 493,962</p> <p>5863: Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 7,124</p> <p>5863: Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 13276.00</p> <p>5884: Substitutes 1000-1999: Certificated Personnel Salaries LCFF Base 30,000</p> <p>5875: Staff recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 7640</p>	<p>1311: Site Admin 1000-1999: Certificated Personnel Salaries LCFF Base 619768</p> <p>5863 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 10550</p> <p>5884: Substitutes 1000-1999: Certificated Personnel Salaries LCFF Base 53791</p> <p>5875: Staff recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2360</p>
<p>Continue to offer AP courses and develop additional AP offerings through AP training courses</p>	<p>Included in Action 4 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0</p>	<p>Included in Action 4 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0</p>
<p>Technology</p> <p>Provide each teacher with a laptop, software, and IT support</p> <p>Student computer ratio is 1:1</p> <p>Update and maintain technology resources available in each classroom</p>	<p>4200: Computers 5000-5999: Services And Other Operating Expenditures LCFF Base 107,200</p> <p>5616: Repairs and Maintenance - computers 5000-5999: Services And Other Operating Expenditures LCFF Base 10,200</p>	<p>4200 Computers 4000-4999: Books And Supplies LCFF Base 32530</p> <p>5616: Repairs and maintenance - computers 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain software installation for adaptive curriculum and supplemental programs</p> <p>Hapara - Teachers and Advisors use Hapara to remotely monitor and control what students do with their Chromebooks during the day – the websites they visit, etc.</p>	<p>5887:Technology Services 5000-5999: Services And Other Operating Expenditures LCFF Base 45000</p>	<p>5887: Technology Services 5000-5999: Services And Other Operating Expenditures LCFF Base 34630</p>
<p>Pay student AP fees, SAT fees, and other cost for student who qualify for FRL</p>	<p>Test Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 15000</p>	<p>Test Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 38569</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Computers were purchased early summer, thereby included in PY. Other funds unallocated were used to cover exceeded budgets, such as test fees (AP exams), substitutes, and switch to distance learning in March.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest challenge is the lack of qualified credentialed teachers applying to positions to teach in these key areas.

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 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of students will be able to describe the principles of design thinking and how they've applied those principles to their work.</p> <p>19-20 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.</p> <p>Baseline 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.</p>	<p>N/A</p>
<p>Metric/Indicator % of parents with access to our communication platform - School Messenger</p> <p>19-20 100% of parents with access to our communication platform - School Messenger</p> <p>Baseline 100% of parents with access to our communication platform - School Messenger</p>	<p>98%</p>
<p>Metric/Indicator</p>	<p>100% completed 2 or more projects in 19-20</p>

Expected	Actual
<p>All students will exhibit two culminating projects by the end of the school year.</p> <p>19-20 All students will exhibit two culminating projects by the end of the school year.</p> <p>Baseline By the end of the school year, students will have exhibited at least two culminating projects.</p>	
<p>Metric/Indicator 85% of students will successfully complete Personalized Learning Plan.</p> <p>19-20 85% of students will successfully complete Personalized Learning Plan.</p> <p>Baseline 70% of students will successfully complete Personalized Learning Plan.</p>	~85% completed at least one PLP
<p>Metric/Indicator % of participation in open house nights - Use attendance sheets at BTSN</p> <p>19-20 50%</p> <p>Baseline .New Metric, no baseline yet</p>	N/A
<p>Metric/Indicator % of written communications will include translations</p> <p>19-20 100% of written communications will include translations</p> <p>Baseline 100% of written communications will include translations</p>	100% of SchoolMessenger communications are translated
<p>Metric/Indicator</p>	100%

Expected	Actual
<p>% of students with access to A-G courses</p> <p>19-20 100% of students with access to A-G courses</p> <p>Baseline 100% of students with access to A-G courses</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Tools to communicate with Parents/Guardians (All communication are available in Spanish)</p> <p>School messenger (phone)</p> <p>Illuminate (SIS system)</p> <p>EBIA newsletter</p> <p>ECHO</p> <p>Website</p> <p>Social Media</p> <p>Google Sheets to coordinate carpooling</p> <p>Sign-up Genius</p>	<p>5851: Marketing and Student Recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 1804</p> <p>5881: Student Information Systems 5000-5999: Services And Other Operating Expenditures LCFF Base 35000</p> <p>5900: Communications 5900: Communications LCFF Base 30000</p>	<p>5851 Marketing and Student Recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2380</p> <p>5881 Student Information Systems 5000-5999: Services And Other Operating Expenditures LCFF Base 28873</p> <p>5900: Communications 5900: Communications LCFF Base 25966</p>
<p>Engaging and Consulting with Parents/Guardians:</p> <p>Open House</p>	<p>Costs Included in Gaol 2, Action 4 0</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent-teacher conferences Parent surveys Welcoming front office Teachers and administrators have open door policies Volunteer opportunities School Site Council		
Students will collaborate, manage change and take ownership of their learning experiences with the support of college and career readiness coaching and program supervision.	College Readiness Director 5000-5999: Services And Other Operating Expenditures LCFF Base 97850 Linked Learning Consultant 5000-5999: Services And Other Operating Expenditures Locally Defined 15300	College Readiness Director 5000-5999: Services And Other Operating Expenditures LCFF Base 107376 Linked Learning Consultant 5000-5999: Services And Other Operating Expenditures Locally Defined 10000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds unused were re-allocated to support exceeded budgets or to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

With limited resources, it is challenging to realize the full vision of Project-based learning, PLPs, and other offerings that set EBIA apart. Resources are also limited for promoting these unique offerings to the broader Oakland community.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Assistant for Middle School math support	25000	25000	Yes
Instructional Assistant for Middle School literacy support	25000	25000	Yes
Instructional Assistant for Upper School environmental and wellness support	40000	40000	Yes
Mental health support (both in-person and distance learning)	30000	30000	Yes
Intensive Intersession	35000	32000	No
PPE (mask, hand sanitizer)	15000	10000	Yes
Social distancing signage and other hygiene reminders	2000	2000	No
Extra janitorial support	30000	30000	Yes
Facility improvements	35000	89000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Facility improvements including hepa filters, outdoor stage/seating/tables expenditures greatly exceeded original plans.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Echo (LMS)	12,500	12500	No
NWEA, student assessments	7800	7800	No
A3K/EmpowerK	17000	16375	No
APEX licenses	7500	11700	Yes
Padlet	1200	1199.20	Yes
EdPuzzle	1140	1140	No
Mosamack	450	450	No
ALEKS	14000	13500	No
CPM	5758	6517	Yes
APEX tutorials	360	360	No
Document Camera	1400	1400	Yes
Internet stipends for teachers \$25/month	15000	15000	No
PCs	30000	15000	No
Chromebooks - students	40000	60000	Yes
IT support services	52000	54956	Yes
Mental health support (both in person and distance learning)			
Instructional support ela/math (both in-person and distance learning)			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We purchased more chromebooks than PCs, and additional CPM and ALEKS licenses.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

EBIA was able to continue without missing a single day of instruction for students and staff, through the pandemic. Chromebooks were available for loan to all students who needed one, and hotspots were distributed to almost all families requesting them. We saw very robust pupil participation especially at the beginning of the SY 21, and while majority of students embraced and excelled in distance learning, some students were unable to engage or stay engaged as the SY 21 progressed. Through spring and fall, staff received timely technical support and professional development from leadership as well as one another, and IT support. Operations team's roles and responsibilities evolved to meet the needs of distance learning to include outreach and tech support, but the D42 team largely continued to meet the needs of pupils with unique needs through the virtual format.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA MAPS assessment (also included in distance learning)	7800	7800	No
Chromebooks	40000	40000	Yes
MS Math Support (also included in in person support)	25000	25000	Yes
MS Literacy Support (also included in person support)	25000	25000	Yes
US environmental and well-being support (also included in person support)	40000	40000	Yes
Intersession Intensive (also included in in-person support)	35000	32000	
A3K/Empower3K (also included in distance learning)	17000	16375	No
APEX (also included in distance learning)	7500	11700	Yes
ALEKS (also included in distance learning)	14000	13500	No
CPM (also included in distance learning)	5758	6517	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Through these supports, EBIA was somewhat successful in mitigating learning loss for students. As the pandemic continued throughout SY 21, however, a number of students experienced stresses that disrupted their learning and for a few, resulted in further dis-engagement. Through additional supports mid-year, EBIA continued to support students re-engage and recover skills and credit

through the distance learning hub and new systems connect with teachers to get back on track, including modified schedule, demonstration of mastery, and flexible office hours. EBIA also engaged with specific outreach support for students who were significantly deficient in credit, involving family meetings and home visits. The outreach was effective in communicating options, hope and support systems for students to re-engage and continue with education.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Monitoring mental health through Zoom is not very successful, but the relationships our staff foster with students, and the relationships students have with one another were critical this year in supporting mental health and social/emotional well-being of our students. The extra systems of outreach also helped the team understand family dynamics and well-being through this time. But even when we received information, service delivery was challenged by the public health protocols limiting gatherings and our inability to affect attendance in remote setting. As such, we opened up the distance learning hub in fall and mental health was one of the criterias for invitation to the hub. In spring, we prioritized mental health and social/emotional well-being in our re-opening. We started with advisory and community building, and progressed to academics. The feedback on re-opening suggests that in-person opportunities, even when limited, contributed significantly to social and emotional well-being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and family engagement outreach efforts were augmented this year, through every medium all the way to home visits. Advisors/teachers/admin, as well as an outreach team including our ops team and the deans, contacted families via email/phone/in-person. These efforts were somewhat successful at times, but at other times, we had difficulty reaching students and/or families. Some had re-located, and others experiencing trauma were not as receptive to our outreach. Regardless, EBIA plans to continue the efforts to reach all students and families through end of year and summer.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

EBIA distributed food to a small cohort of families picking up food on a regular basis. We provided nutrition to students in the hub and when we re-opened, to students attending on-campus activities. Next year we plan to resume lunch service daily to all students qualifying for free/reduced lunch and to students purchasing lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The biggest lesson we learned is the importance of physical and social/emotional well-being as a necessary condition for academic growth. We plan to prioritize mental health/social and emotional supports as we re-enter campus as well, with additional resources allocated for that purpose. We also saw higher engagement in smaller groups and are trying to apply that to future years in core subjects.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess student progress (MAP, SBAC) as we have through the pandemic, and the supports as well as system accommodations will continue for the time being. Our vision to seize the opportunities with additional funding to equip our students to accelerate and expand their learning to the greatest extent possible.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

N/A

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A review and reflection of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan led us to invest further on strategies that were observed to be effective. In particular, we want to continue with small group interventions and family outreach. We also observed benefits from certain practices adopted in distance learning (i.e., remote sessions for college planning), which will be incorporated in future year programs. We will also take student outcomes into account.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,079,031.00	4,932,440.00
	0.00	0.00
Federal Funds	0.00	86,000.00
LCFF Base	3,453,912.00	3,548,876.00
LCFF Supplemental and Concentration	224,585.00	200,319.00
Locally Defined	30,300.00	35,000.00
Special Education	1,308,571.00	1,014,974.00
Title I	47,415.00	26,171.00
Title II	14,248.00	21,100.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,079,031.00	4,932,440.00
	5,000.00	14,375.00
1000-1999: Certificated Personnel Salaries	3,013,001.00	3,868,226.00
2000-2999: Classified Personnel Salaries	83,500.00	163,900.00
4000-4999: Books And Supplies	98,046.00	106,367.00
5000-5999: Services And Other Operating Expenditures	1,402,093.00	358,610.00
5800: Professional/Consulting Services And Operating Expenditures	447,391.00	394,996.00
5900: Communications	30,000.00	25,966.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	5,079,031.00	4,932,440.00
		0.00	0.00
	LCFF Base	5,000.00	4,375.00
	Locally Defined	0.00	10,000.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	86,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,756,001.00	2,980,671.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	209,585.00	161,750.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	613,634.00
1000-1999: Certificated Personnel Salaries	Title I	47,415.00	26,171.00
2000-2999: Classified Personnel Salaries	LCFF Base	83,500.00	88,697.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	75,203.00
4000-4999: Books And Supplies	LCFF Base	98,046.00	106,367.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	448,445.00	338,060.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	15,300.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Special Education	931,224.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	7,124.00	10,550.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	32,920.00	4,740.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	15,000.00	38,569.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	15,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	377,347.00	326,137.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	7,124.00	10,550.00
5900: Communications	LCFF Base	30,000.00	25,966.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	454,095.00	491,730.00
Goal 2	4,444,982.00	4,266,115.00
Goal 3	179,954.00	174,595.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$237,000.00	\$283,000.00
Distance Learning Program	\$206,108.00	\$217,897.20
Pupil Learning Loss	\$217,058.00	\$217,892.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$660,166.00	\$718,789.20

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$37,000.00	\$34,000.00
Distance Learning Program	\$98,250.00	\$82,125.00
Pupil Learning Loss	\$73,800.00	\$69,675.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$174,050.00	\$153,800.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$200,000.00	\$249,000.00
Distance Learning Program	\$107,858.00	\$135,772.20
Pupil Learning Loss	\$143,258.00	\$148,217.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$451,116.00	\$532,989.20



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Michelle Cho Executive Director	michelle.cho@eastbayia.org 510-577-9557

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Most traditional public schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond in order to ensure that 100% of our students are college and career ready. Further, we believe that this focus on 21st century skills will work to eliminate the opportunity gap that exists between various demographic groups system wide. In order to end schooling “as we know it” for Oakland students, and by developing a coherent learning community that aligns school work with productive life in the global 21st century; EBIA declares the following set of goals:

To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.

To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland.

To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:

We believe in **POSSIBILITY** and **PERSEVERANCE**: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.

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

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

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

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

In the 2020-21 school year, East Bay Innovation Academy ("EBIA") served students in grades 6 – 12 with approximately 630 students on two campuses. Our students come from every zip code in Oakland representing a diverse and multifaceted community.

Number of Students Enrolled by Grade Level

Grade 6: 110
Grade 7: 128
Grade 8: 123
Grade 9: 63
Grade 10: 76
Grade 11: 64
Grade 12: 66
Total Enrollment: 630

Percent of Total Enrollment by Student Group

Black or African American: 25%
American Indian or Alaska Native: 1%
Asian: 5.0%
Filipino: 0%
Hispanic or Latino: 36%
Native Hawaiian or Pacific Islander : 1%
White: 20%
Two or More Races: 12%

Socioeconomically Disadvantaged: 36%
English Learners: 8%
Students with Disabilities: 16%
Foster Youth: 0.0%

Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)

English Language Arts/Literacy

2016-17

EBIA: 58.0%

OUSD: 35%

State: 48%

2017-18

EBIA: 53%

OUSD: 36%

State: 50%

2018-19

EBIA: 56%

OUSD: 34%

State: 51%

Mathematics

2016-17

EBIA: 48.0%

OUSD: 28.0%

State: 37.0%

2017-18

EBIA: 48.0%

OUSD: 29.0%

State: 38.0%

2018-19

EBIA: 49%

OUSD: 27%

State: 39%

*** 2019-20 data is unavailable due to Covid-19 pandemic.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

- Climate/engagement
- distance learning/re-opening (MAP data)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Graduation rate (1st cohort), CSU/UC-ready (data reporting)
- English Learners
- Covid impact on learning for all students

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP captures EBIA's two main goals at this time: (1) continuing to improve our innovative educational model for middle and high students in Oakland and (2) mitigating the recent impact of Covid on our school and broader community. Based on reflections and feedback from stakeholders, we want to further define our culture and climate, refine the implementation of project-based learning across all grades, and build out college and career preparation at upper grades. As we return to in-person learning in fall of 2021, we plan to utilize pupil outcomes and engagement data collected from multiple sources and target resources to provide the necessary supports for all students to re-engage and accelerate their learning and growth. Finally, a universal theme from this round of engagements involved keeping aspects of what worked in remote setting to augment and broaden in-person opportunities where appropriate (i.e., intersession, college counseling, job shadows, parent meetings, etc.); as we transition back to campus, we look forward to enriching our offerings with innovative strategies gained through distance learning.

Main highlights for SY 22-24 include:

- CTE/Linked Learning
- Increased college and academic counseling and support
- Mental health support
- Academic supports in core subjects
- Family engagement

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

While specific LCAP sessions were scheduled with different stakeholders (board, staff, families), this process is continuous and this document captures feedback from all stakeholders throughout the year. The WASC process and feedback from the Visiting Committee is incorporated, as well as discussions from professional development, staff meetings, student interviews, and individual/group family meetings. It has also evolved as state guidance regarding budget (resources), public health, and program requirements changed.

A summary of the feedback provided by specific stakeholder groups.

Priorities for students and families included culture and climate, mental health, and Covid-safety. The board and families sought investments in additional and/or targeted academic support, including summer session, small group work, and Quest (after school). Staff expressed desire for additional outdoor space, additional mental health resources, focused professional development, and revised master schedules that support sufficient preparation and collaboration.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Staffing, tech tools and platforms, and outdoor psace equipment were areas benefitting from specific design, qualification or material input.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal centers us to remain rooted in the following State and Local 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 7: Course Access (Conditions of Learning)

More specifically, the following local priorities align with the State Priorities:

- Adhere to public health Covid-19 protocols (State Priority 1)
- Comply with instructional minute requirements and in-person learning to the extent possible (State Priority 2)
- Ensure appropriate qualifications, assignments and training for staff (State Priority 2)
- Continue to seek input in various ways, and lessen the barrier for parental engagement. (State Priority 3)
- Enable academic growth (State Priority 4)
- Continue outreach to students/families who are experiencing difficulties with attendance and engagement. (State Priority 5, 7)
- Build upon academic counseling and credit recovery systems to maximize graduation and A-G completion. (State Priority 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of credentialed teachers in all subject areas	70% across all subjects, 85% in core subjects				100% credentialed teachers in all subject areas required for charter school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic growth as shown in local and state assessment data	MAP internal data showing a number of cohorts on average below grade level in math, some also in ELA.				Above average (>1 year) growth rate by cohort, year over year.
Graduation rate	70% 4-year cohort rate (19-20)				85% or higher 4 year cohort rate
A-G readiness	inaccurate data reported (19-20)				Over 90% of graduates complete A-G
Independent audit for compliance	No material findings				No material findings.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance learning spaces and equipment needed to facilitate return to in-person learning	Add additional furniture and enhance wifi in all learning spaces. Purchase portable equipment and technology to facilitate teaching and learning.	\$55,000.00	Yes
2	Professional development support for teachers to clear credentialing process	Includes BTSA, mentor coaching, and other relevant expenses to support teachers clear their credentials. Also includes targeted workshops, conferences and participation in PLCs aimed to improve teaching practice.	\$50,000.00	Yes
3	Curriculum	Core and blended curriculum	\$40,000.00	No
4	Assessment to track student progress	MAP, AP, SBAC, ELPAC	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	RTI	Literacy and math ntervention, skill building, credit recovery	\$170,000.00	Yes
6	College and career readiness	Refining systems, policies and procedures for course access, academic counseling, college counseling	\$210,000.00	No
7	Business Services	Audit and compliance support, data reporting (CALPADS) support	\$85,000.00	No
8	Covid-19 protocol	PPE, janitorial supplies and expenses	\$140,000.00	No
9	Expanded learning	Summer session, literacy specialist, math specialist, instructional aides, after school academic/tutoring support, mental health support	\$360,000.00	Yes
10	Qualified Instruction	Teacher Salaries, unrestricted	\$2,226,607.00	No
11	Instructional Support	Student-facing, academic support	\$208,256.00	No Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Create a culture of caring and responsibility, where students feel safe and supported and can develop into leaders who collaborate, manage change and take ownership of their learning.

An explanation of why the LEA has developed this goal.

This goal centers us to remain rooted in the following State and Local Priorities:

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

More specifically, the following local priorities align with the State Priorities:

Reinforce norms and practices as staff and students transition to in-person learning, strengthen restorative justice practices. (State Priority 6)

Continue to focus on diversity, equity and inclusion (State Priority 5, 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School culture and climate survey - parents	58% favorable on school climate; high barriers to engagement (remote learning)				70% satisfaction with school climate, 15% decline in barriers to engagement
School culture and climate survey - students	climate of support for learning (70%), sense of belonging (50%)				75% report supportive climate, 70% report sense of belonging

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dean of Students	Primary lead for defining school culture, designing norms, practices and implementing policies and procedures at each campus. Prepare SEL curriculum for advisory, plans assemblies, reinforces restorative justice practices. Coordinate DEI work.	\$200,000.00	No
2	Mental health services	Multi-tiered mental health support for students	\$150,000.00	No
3	Measure G1 culture and climate	Musical, assemblies, SEL activities	\$36,000.00	No
4	School wide survey	Panorama or other similar school climate surveys	\$5,000.00	No
5	Physical and mental health safety	Parent and student workshops, campaigns for safe in-person return	\$5,000.00	No
6	Specialized support	certificated staff	\$554,151.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal centers us to remain rooted in the following State and Local 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)

More specifically, the following local priorities align with the State Priorities:

- Continue to improve project-based learning opportunities for students in all grades
- Leverage blended learning to accelerate student learning
- Continue to incorporate CTE courses in linked learning pathway
- Continue to incorporate work-based learning opportunities
- Continue to innovate on strategies to engage students in learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Multi-disciplinary, culminating projects	2-3 grade level collaborative projects before Covid (19-20), modified in 20-21				At least two multi-disciplinary, culminating projects completed, including year-end Capstone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Blended learning in ELA and math	Inconsistent integration of blended learning across grades and the school year				Consistent use of blended learning within the school day and year for all students
CTE instruction in partnership with community college	CTE unavailable in 19-20				All students in grades 9-12 will receive at least one year of CTE instruction as part of the linked learning pathway
Work-based learning opportunities	Work-based learning opportunities largely unavailable in 19-20				Facilitate at least three work-base learning opportunities, including one internship
Chromebooks	1:1 on campus				1:1 availability for all students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Project-based learning (PBL) Professional Development	Professional development for implementing PBL	\$3,000.00	No
2	Materials and supplies for PBL	Basic materials and supplies for PBL	\$5,000.00	No
3	Blended Learning Platforms and support	ELA/Math blended learning platforms - A3K, ALEKS with support and guidance	\$80,000.00	Yes
4	CTE instruction	Staffing and equipment	\$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Work-based learning coordination	Nepris platform for career exploration, Pilot City for job shadows, internship opportunities for 11-12th graders (pending funding in years 2-3)	\$30,000.00	No
6	Chromebooks fleet procurement and support	Replace a portion of old fleet each year, configure, issue, maintain and troubleshoot the fleets.	\$100,000.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Maintain very high attendance to ensure school receives state money via ADA

An explanation of why the LEA has developed this goal.

This goal centers us to remain rooted in the following State and Local Priorities:

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

More specifically, the following local priorities align with the State Priorities:

Support enrollment and 95% attendance through engagement strategies

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	620 enrollment in 20-21				Full enrollment in grades 6-8 and increase enrollment in grades 9-12 to capacity.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Information System and School Messenger	Systems to track enrollment and attendance (PowerSchool), communication platform (School Messenger)	\$42,500.00	No
2	Attendance outreach and SARB follow-up		\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,167,107.00	\$914,151.00	\$154,000.00	\$640,256.00	\$4,875,514.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,244,014.00	\$631,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Enhance learning spaces and equipment needed to facilitate return to in-person learning	\$25,000.00			\$30,000.00	\$55,000.00
1	2	English Learners Foster Youth Low Income	Professional development support for teachers to clear credentialing process	\$38,000.00			\$12,000.00	\$50,000.00
1	3	All	Curriculum	\$40,000.00				\$40,000.00
1	4	All	Assessment to track student progress	\$30,000.00				\$30,000.00
1	5	English Learners Foster Youth Low Income	RTI	\$20,000.00			\$150,000.00	\$170,000.00
1	6	All	College and career readiness	\$180,000.00		\$30,000.00		\$210,000.00
1	7	All	Business Services	\$85,000.00				\$85,000.00
1	8	All	Covid-19 protocol	\$140,000.00				\$140,000.00
1	9	English Learners Foster Youth Low Income	Expanded learning		\$360,000.00			\$360,000.00
1	10	All	Qualified Instruction	\$2,226,607.00				\$2,226,607.00
1	11	English Learners Foster Youth Low Income EL, IEP	Instructional Support				\$208,256.00	\$208,256.00
2	1	All	Dean of Students	\$200,000.00				\$200,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All	Mental health services				\$150,000.00	\$150,000.00
2	3	All	Measure G1 culture and climate			\$36,000.00		\$36,000.00
2	4	All	School wide survey			\$5,000.00		\$5,000.00
2	5	All	Physical and mental health safety				\$5,000.00	\$5,000.00
2	6	Students with Disabilities	Specialized support		\$554,151.00			\$554,151.00
3	1	All	Project-based learning (PBL) Professional Development	\$3,000.00				\$3,000.00
3	2	All	Materials and supplies for PBL	\$5,000.00				\$5,000.00
3	3	English Learners Foster Youth Low Income	Blended Learning Platforms and support	\$30,000.00			\$50,000.00	\$80,000.00
3	4	All	CTE instruction			\$55,000.00		\$55,000.00
3	5	All	Work-based learning coordination	\$2,000.00		\$28,000.00		\$30,000.00
3	6	All	Chromebooks fleet procurement and support	\$100,000.00				\$100,000.00
4	1	All	School Information System and School Messenger	\$42,500.00				\$42,500.00
4	2	English Learners Foster Youth Low Income	Attendance outreach and SARB follow-up				\$35,000.00	\$35,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$113,000.00	\$958,256.00
LEA-wide Total:	\$113,000.00	\$958,256.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$25,000.00	\$263,256.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Enhance learning spaces and equipment needed to facilitate return to in-person learning	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$55,000.00
1	2	Professional development support for teachers to clear credentialing process	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	\$50,000.00
1	5	RTI	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$170,000.00
1	9	Expanded learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$360,000.00
1	11	Instructional Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$208,256.00
3	3	Blended Learning Platforms and support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$80,000.00
4	2	Attendance outreach and SARB follow-up	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$35,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:				Planned Expenditure Total	Estimated Actual Total
Totals:					

Coversheet

Plan for Expanded Learning Opportunities Grant

Section: III. Academic Excellence
Item: B. Plan for Expanded Learning Opportunities Grant
Purpose: Vote
Submitted by:
Related Material:
2021_Expanded_Learning_Opportunities_Grant_Plan_East_Bay_Innovation_Academy_20210519.pdf



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Michelle Cho Executive Director	michelle.cho@eastbayia.org 510-577-9557

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Many elements of the expanded learning plan were implemented during SY 20-21, which provided staff, students and families a chance to provide feedback. CARES Act funding enabled launch of distance learning hubs on campus for all grades and RTI groups in ELA and math, which laid the framework for intensive skill recovery in grades 6-8. Staff, families and students reported that the hub and interventions were helpful with academic re-engagement. Additionally, instructional aides played a pivotal role in SY 21, as they continued to push in and provide real-time support students in the general and breakout classrooms. EBIA also launched a peer mentoring group at Upper School in SY 21, which provided increased access to individualized help. Throughout the year, the stakeholders shared their wish for these programs to continue beyond SY 21. As for the Summer Bridge program, a re-opening survey to families in spring 2021 affirmed the interest for extended learning opportunities.

The details of the SY 22 Expanded Learning Plan were previewed during LCAP discussions with staff. Suggestions through the year regarding intervention specialists, instructional aides, and tutoring support were re-iterated. In April, we formed a planning team around a lead teacher to re-imagine Summer School. As the staffing of the Summer Bridge program will largely comprise of current staff, the staff were consulted regarding design and implementation plan.

Some suggestions were also provided during professional development meetings after each trimester, where team was reviewing the MAP assessment, pass/fail rates and other outcome data.

A description of how students will be identified and the needs of students will be assessed.

The following data will be analyzed to identify students in need of expanded learning opportunities: pass/Fail rates, transcript audit, MAP test results, attendance/engagement. Student outcomes on standardized tests such as MAP and review of assessments in light of grade-level subject standards will identify key skills students need to recover.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Per current practice, students and families will be informed of the opportunities via email, survey forms, phone, and home visits. We will also be sharing directly with students where appropriate (i.e., credit recovery, tutoring). For incoming students, we will also inform through social media.

A description of the LEA's plan to provide supplemental instruction and support.

EBIA is planning a number of supplemental and integrated supports designed to expand learning opportunities for all students, and especially for students who faced adverse learning and social-emotional circumstances.

1) EBIA is expanding the distance learning hub on campus in spring of FY 21.

2) EBIA is planning to offer a Summer Bridge session to support learning recovery and acceleration as well as social and mental well-being for students needing to recover credits and skills. In addition to supporting completion of course credit recovery on APEX platform and self-directed blended learning opportunities, certificated teachers will provide in-person instruction in ELA and Math. There will also be a component of community building, systems introduction, and ELA/math reinforcement for incoming students provided by EBIA alumni, supervised by certificated staff.

3) In SY 21-22, EBIA plans to hire specialists in literacy and math to design and implement data-driven interventions and skill recovery/acceleration across all grades. They will work closely with the leadership to configure schedules that enable timely and targeted interventions and work closely with teachers to refine instruction and assessment in a variety of settings.

4) To enable learning in small groups, EBIA plans to hire an additional instructional aide in SY 21-22.

- 5) EBIA plans to augment academic counseling and support for students who struggled to stay on track for A-G completion and graduation. School-wide credit recovery efforts will continue into SY 22, Intersession will be geared toward college and career readiness, and academic/college counseling and support services will be expanded.
- 6) To extend individual inquiry and support that Office Hours provides, EBIA plans to explore and build upon tutoring support, both by peers and through third parties, in SY 21-22. Tutoring support will also be incorporated into Lower School aftercare program. Blended learning platforms will be used to reinforce skills.

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	130000	
Integrated student supports to address other barriers to learning	50000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	20000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	150000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	30000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	1502	
Total Funds to implement the Strategies	381502	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ELO grant will reinforce and continue the initiatives that were begun through CARES Act relief funds in SY 21.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Coversheet

East Bay Innovation Academy Year To Date Financial Update

Section: IV. Finance and Development
Item: A. East Bay Innovation Academy Year To Date Financial Update
Purpose: Discuss
Submitted by:
Related Material: EBIA 20-21 APR Financials 2021.05.16 YTD.pdf
EBIA 20-21 APR Financials 2021.05.16 CF.pdf
EBIA DRAFT MYP May 2021.pdf

East Bay Innovation Academy

Budget vs. Actuals
As of Apr close

	Actual			Budget vs. Actual			Budget					
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY												
Revenue												
LCFF Entitlement	342,570	561,347	249,373	3,710,168	4,061,254	(351,086)	5,418,258	5,453,154	5,453,154	-	1,742,986	68%
Federal Revenue	-	1,148	9,985	354,081	349,849	4,232	721,089	575,116	488,716	(86,400)	134,635	72%
Other State Revenues	-	153,113	95,461	553,560	501,545	52,015	774,619	766,432	1,157,681	391,249	604,121	48%
Local Revenues	0	2,862	0	47,424	44,201	3,223	162,336	173,287	173,287	-	125,863	27%
Fundraising and Grants	1,371	4,268	4,848	92,517	110,245	(17,727)	144,056	144,056	104,056	(40,000)	11,539	89%
Total Revenue	343,941	722,738	359,668	4,757,750	5,067,093	(309,343)	7,220,358	7,112,045	7,376,894	264,849	2,619,144	64%
Expenses												
Compensation and Benefits	399,112	428,046	511,051	4,124,129	4,245,739	121,611	4,953,494	4,987,772	4,991,879	(4,107)	867,750	83%
Books and Supplies	61,943	4,178	2,187	400,236	350,103	(50,133)	383,774	471,153	471,153	-	70,917	85%
Services and Other Operating Expenditures	136,844	135,455	84,469	1,157,447	1,507,694	350,248	1,859,095	1,638,701	1,642,112	(3,411)	484,666	70%
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	597,899	567,679	597,707	5,681,811	6,103,536	421,725	7,196,362	7,097,626	7,105,144	(7,518)	1,423,333	80%
Operating Income	(253,957)	155,059	(238,039)	(924,061)	(1,036,443)	112,382	23,996	14,420	271,751	257,331	1,195,812	
Fund Balance												
Beginning Balance (Unaudited)	101,103	(152,855)	2,204	688,226	688,226		688,226	688,226	688,226			
Audit Adjustment	-	-	-	-	-		-	-	-			
Beginning Balance (Audited)	-	-	-	688,226	688,226		688,226	688,226	688,226			
Operating Income	(253,957)	155,059	(238,039)	(924,061)	(1,036,443)		23,996	14,420	271,751			
Ending Fund Balance	(152,855)	2,204	(235,835)	(235,835)	(348,217)		712,222	702,646	959,977			
Capital Outlay	-	-	-	-	-		-	-	-			

East Bay Innovation Academy

Budget vs. Actuals
As of Apr close

Detail	Actual			Budget vs. Actual			Budget					
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
Enrollment Breakdown	M7	M8	M9									
6		110	109	114			112	112	112	-		
7		126	125	116			128	128	128	-		
8		123	123	123			123	123	123	-		
9		60	60	60			60	60	60	-		
10		76	75				76	76	76	-		
11		64	64				64	64	64	-		
12		64	64				64	64	64	-		
Enrollment Summary							-	-	-	-		
4-6		110	109				112	112	112	-		
7-8		249	248				251	251	251	-		
9-12		264	263				264	264	264	-		
Total Enrolled		623	620				627	627	627	-		
ADA %												
4-6		96.3%	93.1%				95%	95%	95%			
7-8		96.8%	92.6%				95%	95%	95%			
9-12		92.9%	88.0%				92%	92%	92%			
Average		95.6%	91.0%				94%	94%	94%			
ADA												
4-6		105.9	102.313				106.4	106.4	106.4			
7-8		241.8	230.75				238.5	238.5	238.5			
9-12		253.3	233				242.9	242.9	242.9			
Total ADA		600.9	566.1				587.7	587.7	587.7			
Demographic Information												
Prior Year												
ADA (P-2)							594	588	587.80			
CALPADS Enrollment (for unduplicated % calc)							620	620	620			
# Unduplicated Count (CALPADS)							207	207	207			
# Free & Reduced Lunch (FRL) (CALPADS)							177	177	177			
# ELL (CALPADS)							39	39	39			
Current Year							-	-	-			
CALPADS Enrollment (for unduplicated % calc)							627	627	630			
# Unduplicated Count (CALPADS)							209	231	235			
# Free & Reduced Lunch (FRL) (CALPADS)							179	207	207			
# ELL (CALPADS)							39	51	51			
New Students							7	7	7			

East Bay Innovation Academy

Budget vs. Actuals
As of Apr close

	Actual			Budget vs. Actual			Budget					
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
REVENUE												
LCFF Entitlement												
8011 Charter Schools LCFF - State Aid	342,570	165,117	80,855	2,339,456	2,792,581	(453,125)	3,806,332	3,841,228	3,841,228	-	1,501,772	61%
8012 Education Protection Account Entitlement	-	-	30,131	89,489	89,037	452	118,716	118,716	118,716	-	29,227	75%
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Property Taxes	-	396,230	138,387	1,281,223	1,179,636	101,587	1,493,210	1,493,210	1,493,210	-	211,987	86%
SUBTOTAL - LCFF Entitlement	342,570	561,347	249,373	3,710,168	4,061,254	(351,086)	5,418,258	5,453,154	5,453,154	-	1,742,986	68%
8100 Federal Revenue												
8181 Special Education - Entitlement	-	-	-	-	-	-	77,500	77,500	77,500	-	77,500	0%
8182 Special Education Reimbursement	-	-	-	-	-	-	202,500	86,400	-	(86,400)	-	-
8220 Child Nutrition Programs	-	1,148	248	3,216	30,337	(27,121)	37,921	6,636	6,636	-	3,420	48%
8291 Title I	-	-	7,237	31,032	28,541	2,491	38,055	38,055	38,055	-	7,023	82%
8292 Title II	-	-	-	3,286	9,293	(6,007)	12,390	12,390	12,390	-	9,104	27%
8294 Title IV	-	-	2,500	5,000	7,500	(2,500)	10,000	10,000	10,000	-	5,000	50%
8297 PY Federal - Not Accrued	-	-	-	1,412	-	1,412	-	1,412	1,412	-	-	100%
8299 All Other Federal Revenue	-	-	-	310,135	274,178	35,957	342,723	342,723	342,723	-	32,588	90%
SUBTOTAL - Federal Income	-	1,148	9,985	354,081	349,849	4,232	721,089	575,116	488,716	(86,400)	134,635	72%
8300 Other State Revenues												
8319 Other State Apportionments - Prior Years	-	-	1,790	2,027	190	1,837	237	237	2,027	1,790	-	100%
8381 Special Education - Entitlement (State)	-	25,089	7,934	229,667	263,019	(33,352)	357,273	356,069	356,069	-	126,402	65%
8382 Special Education Reimbursement (State)	-	41,368	8,210	49,578	-	49,578	82,080	77,760	164,160	86,400	114,582	30%
8520 Child Nutrition - State	-	31	49	184.22	2,212	(2,028)	3,160	498	498	-	313	37%
8545 School Facilities Apportionments	-	86,625	44,858	131,483	133,875	(2,392)	178,500	178,500	178,500	-	47,017	74%
8550 Mandated Cost Reimbursements	-	-	-	17,270	17,270	-	17,270	17,270	17,270	-	-	100%
8560 State Lottery Revenue	-	-	32,485	77,039	29,262	47,777	89,923	89,923	111,669	21,746	34,629	69%
8590 All Other State Revenue	-	-	135	46,311	55,717	(9,406)	46,176	46,176	327,489	281,313	281,178.00	14%
SUBTOTAL - Other State Income	-	153,113	95,461	553,560	501,545	52,015	774,619	766,432	1,157,681	391,249	604,121	48%
8600 Other Local Revenue												
8660 Interest	0	0	0	0	1	(1)	1	1	1	-	0.82	37%
8690 Other Local Revenue	-	2,862	-	27,622	12,540	15,082	18,810	29,761	29,761	-	2,138.36	93%
8701 Oakland Measure N	-	-	-	19,801	-	19,801	103,950	103,950	103,950	-	84,149	19%
8703 Oakland Measure G1	-	-	-	-	31,660	(31,660)	39,575	39,575	39,575	-	39,575	0%
8999 Uncategorized Revenue	-	-	(0)	(0)	-	(0)	-	-	-	-	0	-
SUBTOTAL - Local Revenues	0	2,862	0	47,424	44,201	3,223	162,336	173,287	173,287	-	125,863	27%
8800 Donations/Fundraising												
8801 Donations - Parents	149	4,018	3,723	45,643	75,240	(29,597)	94,050	94,050	54,050	(40,000)	8,407	84%
8802 Donations - Private	1,222	250	1,125	46,868	35,000	11,868	50,000	50,000	50,000	-	3,132	94%
8803 Fundraising	-	-	-	6	5	1	6	6	6	-	-	100%
SUBTOTAL - Fundraising and Grants	1,371	4,268	4,848	92,517	110,245	(17,727)	144,056	144,056	104,056	(40,000)	11,539	89%
TOTAL REVENUE	343,941	722,738	359,668	4,757,750	5,067,093	(309,343)	7,220,358	7,112,045	7,376,894	264,849	2,619,144	64%

East Bay Innovation Academy

Budget vs. Actuals

As of Apr close

	Actual			Budget vs. Actual			Budget						
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
EXPENSES													
Compensation & Benefits													
1000	Certificated Salaries												
1100	Teachers Salaries	194,047	190,251	218,244	1,749,552	1,712,688	(36,864)	1,995,119	2,047,919	2,047,919	-	298,367	85%
1103	Teacher - Substitute Pay	-	3,659	3,510	26,446	45,776	19,330	53,355	20,000	20,000	-	(6,446)	132%
1148	Teacher - Special Ed	24,873	24,873	28,873	229,558	222,486	(7,071)	259,367	259,367	259,367	-	29,810	89%
1160	Teacher - Custom 2	15,019	15,019	17,019	137,770	130,995	(6,774)	158,298	158,298	158,298	-	20,528	87%
1170	Teacher - Custom 3	-	-	-	27,541	57,960	30,419	57,960	57,960	57,960	-	30,419	48%
1300	Certificated Supervisor & Administrator Salaries	27,010	27,364	30,364	265,102	266,838	1,736	320,025	321,441	321,441	-	56,339	82%
1311	Cert Admin - DESEL, Curr. Instr.	41,217	38,460	43,152	433,678	434,461	783	522,599	522,599	522,599	-	88,921	83%
SUBTOTAL - Certificated Employees		302,166	299,626	341,162	2,869,646	2,871,204	1,558	3,366,723	3,387,584	3,387,584	-	517,938	85%
2000	Classified Salaries												
2104	Classified - SPED	14,745	18,066	22,578	138,260	158,094	19,833	191,305	191,305	191,305	-	53,045	72%
2300	Classified Supervisor & Administrator Salaries	8,583	9,442	10,442	88,850	86,133	(2,717)	103,300	106,733	106,733	-	17,883	83%
2400	Classified Clerical & Office Salaries	8,323	10,832	12,070	96,388	122,717	26,329	145,540	145,540	145,540	-	49,152	66%
2402	Classified Clerical & Office Salaries - Community Engage	7,175	7,175	8,175	73,050	74,203	1,152	88,983	88,983	88,983	-	15,933	82%
SUBTOTAL - Classified Employees		38,826	45,515	53,265	396,548	441,146	44,598	529,128	532,561	532,561	-	136,013	74%
3000	Employee Benefits												
3100	STRS	47,604	45,926	52,255	441,664	463,699	22,035	543,726	547,095	547,095	-	105,431	81%
3300	OASDI-Medicare-Alternative	7,656	8,309	9,552	77,573	76,382	(1,191)	89,688	90,260	90,260	-	12,687	86%
3400	Health & Welfare Benefits	(2,982)	23,745	50,011	271,764	324,697	52,933	354,215	354,215	354,215	-	82,451	77%
3500	Unemployment Insurance	1,279	362	243	13,661	21,685	8,024	21,685	22,287	22,287	-	8,626	61%
3600	Workers Comp Insurance	4,108	4,108	4,107	48,368	38,959	(9,409)	38,959	44,261	48,368	(4,107)	0	100%
3900	Other Employee Benefits	455	455	455	4,904	7,968	3,064	9,371	9,509	9,509	-	4,605	52%
SUBTOTAL - Employee Benefits		58,120	82,905	116,624	857,934	933,389	75,455	1,057,643	1,067,626	1,071,733	(4,107)	213,799	80%

East Bay Innovation Academy

Budget vs. Actuals

As of Apr close

	Actual			Budget vs. Actual			Budget					
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4000 Books & Supplies	-	-	-	-	13,181	13,181	13,794	13,794	13,794	-	13,794.00	0%
4100 Approved Textbooks & Core Curricula Materials	-	-	-	-	13,181	13,181	13,794	13,794	13,794	-	13,794.00	0%
4200 Books & Other Reference Materials	-	-	-	1,812	3,204	1,392	3,204	3,204	3,204	-	1,392.14	57%
4300 Materials & Supplies	275	357	405	5,910	34,485	28,575	34,485	19,485	19,485	-	13,574.64	30%
4320 Educational Software	-	-	-	61,257	63,478	2,220	66,430	66,430	66,430	-	5,173	92%
4330 Office Supplies	575	2,387	72	18,962	23,513	4,550	28,215	28,215	28,215	-	9,253	67%
4352 Quest (After School)	40	426	853	2,294	2,500	206	3,000	3,000	3,000	-	706	76%
4400 Noncapitalized Equipment	-	-	-	12,433	8,670	(3,763)	10,404	12,434	12,434	-	1	100%
4410 Classroom Furniture, Equipment & Supplies	20,338	74	-	38,521	33,444	(5,076)	35,000	40,000	40,000	-	1,479	96%
4420 Computers (individual items less than \$5k)	39,952	-	-	158,678	57,600	(101,078)	60,000	160,000	160,000	-	1,322	99%
4423 Staff Computers	-	-	-	14,176	33,600	19,424	35,000	15,000	15,000	-	824	95%
4430 Non Classroom Related Furniture, Equipment & Supplies	764	482	857	71,187	25,000	(46,187)	30,000	90,000	90,000	-	18,813	79%
4710 Student Food Services	-	-	-	13,134	50,561	37,428	63,202	16,590	16,590	-	3,457	79%
4720 Other Food	-	452	-	1,872	867	(1,005)	1,040	3,000	3,000	-	1,128	62%
SUBTOTAL - Books and Supplies	61,943	4,178	2,187	400,236	350,103	(50,133)	383,774	471,153	471,153	-	70,917	85%

East Bay Innovation Academy

Budget vs. Actuals
As of Apr close

	Actual			Budget vs. Actual			Budget					
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000 Services & Other Operating Expenses												
5210 Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-
5220 Travel and Lodging	-	375	256	631	4,000	3,369	5,000	5,000	5,000	-	4,369	13%
5300 Dues & Memberships	318	326	541	14,179	12,409	(1,771)	15,511	15,511	15,511	-	1,332	91%
5450 Insurance - Other	5,124	5,124	5,124	62,409	78,375	15,966	78,375	59,565	62,409	(2,844)	-	100%
5515 Janitorial, Gardening Services & Supplies	11,063	11,432	10,000	101,275	124,800	23,525	156,000	141,000	141,000	-	39,725	72%
5535 Utilities - All Utilities	4,226	5,970	4,278	46,528	80,000	33,472	96,000	66,000	66,000	-	19,472	70%
5610 Rent	18,500	18,500	18,500	211,745	198,333	(13,412)	238,000	238,000	238,000	-	26,255	89%
5611 Prop 39 Related Costs	33,874	-	-	101,621	98,479	(3,141)	131,306	131,306	131,306	-	29,685	77%
5615 Repairs and Maintenance - Building	-	-	357	2,518	8,323	5,805	10,404	10,404	10,404	-	7,886	24%
5616 Repairs and Maintenance - Computers	-	-	-	-	6,667	6,667	10,000	-	-	-	-	-
5803 Accounting Fees	-	-	-	6,930	7,500	570	15,000	15,000	15,000	-	8,070	46%
5806 Assemblies	-	1,400	-	1,400	6,000	4,600	7,500	7,500	7,500	-	6,100	19%
5809 Banking Fees	36	45	39	8,482	29,167	20,685	35,000	35,000	35,000	-	26,518	24%
5810 Intersession	7,110	5,764	900	32,206	26,250	(5,956)	35,000	40,000	40,000	-	7,794	81%
5812 Business Services	6,288	7,353	6,813	75,247	57,222	(18,025)	68,666	78,666	78,666	-	3,419	96%
5815 Consultants - Instructional	-	-	-	21,000	35,000	14,000	35,000	35,000	35,000	-	14,000	60%
5820 Consultants - Non Instructional - Custom 1	-	-	1,500	11,753	20,000	8,247	25,000	15,000	15,000	-	3,247	78%
5824 District Oversight Fees	-	-	-	-	40,637	40,637	54,183	54,532	54,532	-	54,532	0%
5836 Fingerprinting	-	62	-	419	3,328	2,910	3,483	3,483	3,483	-	3,064	12%
5839 Fundraising Expenses	20	20	332	1,447	12,000	10,553	15,000	15,000	15,000	-	13,553	10%
5843 Interest - Loans Less than 1 Year	-	-	-	-	-	-	5,752	2,370	-	2,370	-	-
5845 Legal Fees	2,863	4,301	1,064	46,017	48,000	1,983	60,000	58,000	58,000	-	11,983	79%
5851 Marketing and Student Recruiting	-	160	-	4,279	8,000	3,721	10,000	10,000	10,000	-	5,721	43%
5857 Payroll Fees	714	428	387	4,274	4,245	(30)	5,094	5,094	5,094	-	819	84%
5860 Printing and Reproduction	-	240	421	737	400	(337)	500	500	737	(237)	-	100%
5861 Prior Yr Exp (not accrued)	-	-	-	4,900	-	(4,900)	-	20,964	20,964	-	16,064	23%
5863 Professional Development	100	2,544	2,147	15,703	20,000	4,297	24,000	24,000	24,000	-	8,297	65%
5866 SPED MH Day/NPS Services	2,476	17,934	4,643	127,765	354,167	226,402	425,000	231,667	231,667	-	103,902	55%
5869 Special Education Contract Instructors	8,505	8,076	8,256	66,605	100,000	33,396	125,000	105,000	105,000	-	38,396	63%
5872 Special Education Encroachment	-	-	-	-	-	-	13,455	13,455	13,455	-	13,455	0%
5875 Staff Recruiting	32,595	17,130	16,848	67,700	6,234	(61,466)	7,793	65,000	67,700	(2,700)	0.0	100%
5878 Student Assessment	-	-	-	8,069	24,000	15,931	30,000	20,000	20,000	-	11,931	40%
5880 Student Health Services	-	1,500	-	1,500	359	(1,141)	449	1,949	1,949	-	449	77%
5881 Student Information System	-	-	-	30,412	22,500	(7,912)	30,000	30,412	30,412	-	-	100%
5887 Technology Services	330	23,976	-	54,956	40,000	(14,956)	50,000	55,000	55,000	-	44	100%
5900 Communications	2,429	2,441	2,040	21,600	30,000	8,400	36,000	26,000	26,000	-	4,400	83%
5915 Postage and Delivery	275	354	25	3,138	1,299	(1,839)	1,624	3,324	3,324	-	186	94%
SUBTOTAL - Services & Other Operating Exp.	136,844	135,455	84,469	1,157,447	1,507,694	350,248	1,859,095	1,638,701	1,642,112	(3,411)	484,666	70%

East Bay Innovation Academy

Budget vs. Actuals

As of Apr close

	Actual			Budget vs. Actual			Budget					
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
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	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	597,899	567,679	597,707	5,681,811	6,103,536	421,725	7,196,362	7,097,626	7,105,144	(7,518)	1,423,333	80%
6900 Total Depreciation (includes Prior Years)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES including Depreciation	597,899	567,679	597,707	5,681,811	6,103,536	421,725	7,196,362	7,097,626	7,105,144	(7,518)	1,423,333	80%

East Bay Innovation Academy

Monthly Cash Forecast

As of Apr close

	2020/21												Forecast	AP/AR
	Actual & Projected													
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Projected	Jun Projected		
Beginning Cash	1,110,305	1,267,607	1,144,344	1,336,079	1,290,714	1,274,567	1,144,907	1,298,770	1,047,131	1,228,566	1,016,077	1,017,731		
Revenue														
LCFF Entitlement	-	279,910	369,502	491,706	462,027	462,027	491,706	342,570	561,347	249,373	206,325	167,444	5,453,154	1,369,218
Federal Income	-	-	274,727	-	1,404	24,258	42,558	-	1,148	9,985	85,066	24,597	488,716	24,973
Other State Income	16,164	19,827	78,354	32,178	49,448	32,206	76,809	-	153,113	95,461	170,620	161,450	1,157,681	272,051
Local Revenues	0	2,290	120	42	8,047	35,162	(1,098)	0	2,862	0	110,508	4,960	173,287	10,395
Fundraising and Grants	4,237	21,525	2,399	20,970	2,195	3,809	26,896	1,371	4,268	4,848	5,769	5,769	104,056	-
Total Revenue	20,401	323,552	725,102	544,895	523,121	557,461	636,871	343,941	722,738	359,668	578,288	364,220	7,376,894	1,676,636
Expenses														
Compensation & Benefits	172,527	418,192	420,510	472,805	406,011	463,060	432,814	399,112	428,046	511,051	470,420	424,871	4,991,879	(27,541)
Books & Supplies	536	28,813	31,992	53,444	26,991	147,744	42,408	61,943	4,178	2,187	36,397	34,519	471,153	-
Services & Other Operating Expenses	55,420	107,735	162,635	102,648	154,827	144,244	73,170	136,844	135,455	84,469	240,654	168,525	1,642,112	75,487
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	228,483	554,740.23	615,136	628,898	587,829	755,049	548,392	597,899	567,679	597,707	747,471	627,916	7,105,144	47,946
Operating Cash Inflow (Outflow)	(208,082)	(231,188)	109,966	(84,002)	(64,708)	(197,588)	88,479	(253,957)	155,059	(238,039)	(169,183)	(263,696)	271,751	1,628,690
Revenues - Prior Year Accruals	463,920	233,880	226	24,155	68,846	-	32,937	-	(70,596)	-	143,682	-	-	-
Expenses - Prior Year Accruals	(8,192)	(31,679)	(4,732)	(669)	(2,340)	-	(32,937)	-	111,511	(6,972)	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(63,753)	(112,392)	68,852	(3,769)	(36,208)	49,008	46,816	(16,265)	(32,810)	12,049	-	-	-	-
Summerholdback for Teachers	(115,784)	18,117	17,423	18,921	18,262	18,920	18,568	18,583	18,271	20,473	27,155	27,155	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	89,192	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,267,607	1,144,344	1,336,079	1,290,714	1,274,567	1,144,907	1,298,770	1,047,131	1,228,566	1,016,077	1,017,731	781,191		

East Bay Innovation Academy

Multiyear Budget Summary DRAFT

	2020/21	2020/21	2020/21	2021/22	2021/22
	Approved Budget	Current Forecast	Notes	Preliminary Budget	Notes
SUMMARY					
Revenue					
LCFF Entitlement	5,418,258	5,453,154		5,598,041	
Federal Revenue	721,089	488,716		350,197	
Other State Revenues	774,619	1,157,681		1,198,915	
Local Revenues	162,336	173,287		174,361	
Fundraising and Grants	144,056	104,056		140,750	
Total Revenue	7,220,358	7,376,894		7,462,264	
Expenses					
Compensation and Benefits	4,953,494	4,991,879		5,362,971	
Books and Supplies	383,774	471,153		329,852	
Services and Other Operating Expenditures	1,859,095	1,642,112		1,716,833	
Depreciation	-	-		-	
Total Expenses	7,196,362	7,105,144		7,409,656	
Operating Income	23,996	271,751		52,608	
Fund Balance					
Beginning Balance (Unaudited)	417,368	688,226		959,977	
Audit Adjustment	-	-		-	
Beginning Balance (Audited)	417,368	688,226		959,977	
Operating Income	23,996	271,751		52,608	
Ending Fund Balance (including Depreciation)	441,364	959,977		1,012,585	
Ending Fund Balance as a % of Expenses	6%	14%		14%	
Capital Outlay	-	-		-	

East Bay Innovation Academy
Multiyear Budget Summary DRAFT

	2020/21	2020/21	2020/21	2021/22	2021/22
Detail	Approved Budget	Current Forecast	Notes	Preliminary Budget	Notes
Enrollment Breakdown					
6	112	112	-	100	-
7	128	128	-	115	-
8	123	123	-	120	-
9	60	60	-	85	-
10	76	76	-	55	-
11	64	64	-	68	-
12	64	64	-	62	-
Enrollment Summary	-	-	-	-	-
4-6	112	112	-	100	-
7-8	251	251	-	235	-
9-12	264	264	-	270	-
Total Enrolled	627	627	-	605	-
ADA %					
4-6	95%	95%	-	96%	-
7-8	95%	95%	-	96%	-
9-12	92%	92%	-	93%	-
Average	94%	94%	-	95%	-
ADA					
4-6	106.4	106.4	-	96.0	-
7-8	238.5	238.5	-	225.6	-
9-12	242.9	242.9	-	251.1	-
Total ADA	587.7	587.7	-	572.7	-
Demographic Information					
Prior Year					
ADA (P-2)	593.58	587.80	-	588	-
CALPADS Enrollment (for unduplicated % calc)	620	620	-	627	-
# Unduplicated Count (CALPADS)	207	207	-	235	-
# Free & Reduced Lunch (FRL) (CALPADS)	177	177	-	207	-
# ELL (CALPADS)	39	39	-	51	-
Current Year					
CALPADS Enrollment (for unduplicated % calc)	627	630	-	605	-
# Unduplicated Count (CALPADS)	209	235	-	226	-
# Free & Reduced Lunch (FRL) (CALPADS)	179	207	-	200	-
# ELL (CALPADS)	39	51	-	49	-
New Students	7	7	-	-	-

East Bay Innovation Academy
Multiyear Budget Summary DRAFT

		2020/21	2020/21	2020/21	2021/22	2021/22
		Approved Budget	Current Forecast	Notes	Preliminary Budget	Notes
LCFF Entitlement						
8011	Charter Schools LCFF - State Aid	3,806,332	3,841,228	Backfills State Aid	3,855,350	Backfills State Aid
8012	Education Protection Account Entitlement	118,716	118,716	Greater of: \$200 per ADA or 36.47% of State Aid	114,540	Greater of: \$200 per ADA or 19% of State Aid
8019	State Aid - Prior Years	-	-		-	
8096	Charter Schools in Lieu of Property Taxes	1,493,210	1,493,210	In accordance with Local Property Tax of \$2515.6 per ADA	1,628,152	In accordance with Local Property Tax of \$2842.94 per ADA
SUBTOTAL - LCFF Entitlement		5,418,258	5,453,154		5,598,041	
8100 Federal Revenue						
8181	Special Education - Entitlement	77,500	77,500	\$125 per PY CBEDS Enrollment	78,750	\$125 per PY CBEDS Enrollment
8182	Special Education Reimbursement	202,500	-	Level 3 NPS reimbursed at 90% of cost	-	Level 3 NPS reimbursed at 90% of cost for out of state, Seneca
8220	Child Nutrition Programs	37,921	6,636	Estimated reimbursement at 40% of total Food	20,582	Estimated reimbursement at 35% of total Food Service Cost.
8290	No Child Left Behind	-	-		-	
8291	Title I	38,055	38,055	\$215 per Title I eligible student	42,435	\$205 per Title I eligible student
8292	Title II	12,390	12,390	\$70 per Title I eligible student	14,490	\$70 per Title I eligible student
8294	Title IV	10,000	10,000	\$0 per Title I eligible student	10,000	\$0 per Title I eligible student
8297	PY Federal - Not Accrued	-	1,412		-	
8299	All Other Federal Revenue	342,723	342,723	ESSER/CR/GEER	183,940	Esser II
SUBTOTAL - Federal Income		721,089	488,716		350,197	
8300 Other State Revenues						
8319	Other State Apportionments - Prior Years	237	2,027		-	
8381	Special Education - Entitlement (State)	357,273	356,069	\$625 per CY ADA	363,309	\$634 per CY ADA
8382	Special Education Reimbursement (State)	82,080	164,160	80% of \$3K per service count. Ultimately it will be lesser of this estimate or the actual MH budget.	177,760	80% of \$3K per service count. Ultimately it will be lesser of this estimate or the actual MH budget.
8520	Child Nutrition - State	3,160	498	Estimated reimbursement at 3% of total Food	2,940	Estimated reimbursement at 5% of total Food Service Cost.
8545	School Facilities Apportionments	178,500	178,500	\$1065.6 per ADA or 0.75 of rent, lesser of the two	249,750	\$750 per ADA or 0.75 of rent, lesser of the two
8550	Mandated Cost Reimbursements	17,270	17,270	\$17 per PY ADA	15,029	\$14 per PY 6-8 ADA, \$42 per 9-12 ADA
8560	State Lottery Revenue	89,923	111,669	\$190 per ADA per SSC	108,813	\$190 per ADA per SSC
8590	All Other State Revenue	46,176	327,489	GF funds, IPI and ELO	281,313	IPI and ELO
SUBTOTAL - Other State Income		774,619	1,157,681		1,198,915	
8600 Other Local Revenue						
8634	Food Service Sales	-	-	Estimated reimbursement at 0% of total Food	5,881	Estimated reimbursement at 10% of total Food Service Cost.
8660	Interest	1	1		1	
8676	After School Program Revenue	-	-	Quest revenues at 50 students, \$300 per trimester	-	
8690	Other Local Revenue	18,810	29,761	Quest revenues at 50 students, \$300 per trimester	18,150	\$30 per Students Total
8693	Field Trips	-	-		-	
8697	Pass through revenue from local sources	-	-		-	
8699	All Other Local Revenue	-	-		-	
8701	Oakland Measure N	103,950	103,950	Probation; \$525 per grades 9-12 student	116,025	\$850 per grades 9-12 student, but still implementation (\$200)
8702	Oakland Measure G	-	-		-	\$1M for charters, allocated by ADA% among OUSD charters
8703	Oakland Measure G1	39,575	39,575	Grades 6-8 enrollment, multiplied by 80% oakland resident, 20% LCFF %. Per pupil allocation (\$190 for staff, \$450 for art)	34,304	Grades 6-8 enrollment, multiplied by 80% oakland resident, 20% LCFF %. Per pupil allocation (\$190 for staff, \$450 for art)
SUBTOTAL - Local Revenues		162,336	173,287		174,361	
8800 Donations/Fundraising						
8801	Donations - Parents	94,050	54,050	\$150 per Students Total	90,750	\$150 per Students Total
8802	Donations - Private	50,000	50,000		50,000	Silicon Valley Schools, other
8803	Fundraising	6	6	Other	-	NGLC
SUBTOTAL - Fundraising and Grants		144,056	104,056		140,750	
TOTAL REVENUE		7,220,358	7,376,894		7,462,264	

East Bay Innovation Academy
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		2020/21	2020/21	2020/21	2021/22	2021/22
		Approved Budget	Current Forecast	Notes	Preliminary Budget	Notes
EXPENSES						
Compensation & Benefits						
1000	Certificated Salaries					
1100	Teachers Salaries	1,995,119	2,047,919	29 FTE (4 each ELA, math, history, science, 2 coding, 2 Spanish; 2 art, 2 PE)	2,163,669	29 FTE (6 ELA, 5 math, 5 history; 6 science; 1 coding, 2 Spanish, 2 art, 2 PE)
1103	Teacher - Substitute Pay	53,355	20,000	0 FTE	-	
1148	Teacher - Special Ed	259,367	259,367	4 FTE, RSP	267,203	4 FTE, RSP
1160	Teacher - Custom 2	158,298	158,298	2 FTE	228,217	3 FTE, School psychologist, MH counselor, academic counselor
1170	Teacher - Custom 3	57,960	57,960	1 FTE	85,000	1 FTE, Specialist
1300	Certificated Supervisor & Administrator Salaries	320,025	321,441	3 FTE, ED, DSSS, Asst DI	334,198	3 FTE, ED, DSSS, Dir of Inst
1311	Cert Admin - DESEL, Curr. Instr.	522,599	522,599	5 FTE, 2 Principals, 2 Deans, DCCR	530,920	5 FTE, 2 Principals, 2 Deans, DCCR
SUBTOTAL - Certificated Employees		3,366,723	3,387,584	-	3,609,206	-
2000	Classified Salaries					
2104	Classified - SPED	191,305	191,305	5 FTE	211,600	4 FTE, 4 IA
2300	Classified Supervisor & Administrator Salaries	103,300	106,733	1 FTE, Ops	120,000	1 FTE, Ops
2400	Classified Clerical & Office Salaries	145,540	145,540	3 FTE (2 Office Managers)	179,473	3 FTE (2 Office Manager, 1 Data Support)
2402	Classified Clerical & Office Salaries - Community En	88,983	88,983	1 FTE, DESD	91,787	1 FTE, DESD
2905	Other Classified - After School	-	-		-	
2928	Other Classified - Food	-	-		-	
SUBTOTAL - Classified Employees		529,128	532,561	-	602,860	-
3000	Employee Benefits					
3100	STRS	543,726	547,095		578,195	
3300	OASDI-Medicare-Alternative	89,688	90,260		98,830	
3400	Health & Welfare Benefits	354,215	354,215		397,554	
3500	Unemployment Insurance	21,685	22,287		19,866	
3600	Workers Comp Insurance	38,959	48,368		42,121	
3900	Other Employee Benefits	9,371	9,509		14,339	
SUBTOTAL - Employee Benefits		1,057,643	1,071,733	-	1,150,905	-

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		2020/21	2020/21	2020/21	2021/22	2021/22
		Approved Budget	Current Forecast	Notes	Preliminary Budget	Notes
4000	Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	13,794	13,794	\$22 per Student	13,576	\$22 per Student
4200	Books & Other Reference Materials	3,204	3,204	\$103 per Teacher	3,057	\$105 per Teacher
4300	Materials & Supplies	34,485	19,485	\$55 per Student	33,941	\$56 per Student
4320	Educational Software	66,430	66,430	Achieve3000, Apex, CPM pilot, NWEA, WeVideo, Overrad. other	60,500	\$100 per Student
4330	Office Supplies	28,215	28,215	\$45 per Student	36,300	\$60 per Student
4352	Quest (After School)	3,000	3,000	Snacks (\$40/day), Jumbula and supplies	-	
4400	Noncapitalized Equipment	10,404	12,434	safety equipment, GGA fan, printer	10,612	
4410	Classroom Furniture, Equipment & Supplies	35,000	40,000	new classrooms	35,000	
4420	Computers (individual items less than \$5k)	60,000	160,000	Replacing 6th and 7th CBs (270 at \$320 ea), new 9th (100 at \$400 ea).	50,000	
4423	Staff Computers	35,000	15,000	6 machines, \$800 each	15,000	
4430	Non Classroom Related Furniture, Equipment & Sup	30,000	90,000	lunch tables, 10 CB carts	10,000	
4710	Student Food Services	63,202	16,590	Assumes that 43% of total Food Service Cost is reimbursed, Revolution Foods	58,806	Assumes that 50% of total Food Service Cost is reimbursed
4720	Other Food	1,040	3,000	Volunteers, back to school night	3,060	
SUBTOTAL - Books and Supplies		383,774	471,153		329,852	

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	2020/21	2020/21	2020/21	2021/22	2021/22
	Approved Budget	Current Forecast	Notes	Preliminary Budget	Notes
5000 Services & Other Operating Expenses					
5220 Travel and Lodging	5,000	5,000		5,100	
5300 Dues & Memberships	15,511	15,511	CCSA, Board on Track, other	12,761	
5450 Insurance - Other	78,375	62,409	\$95 per Student	60,500	\$100 per Student
5515 Janitorial, Gardening Services & Supplies	156,000	141,000	Blanca at \$7.5K/mo, both sites	120,000	Sergio at \$6.2K/mo + Roosevelt \$75K
5535 Utilities - All Utilities	96,000	66,000	PG&E, WM, etc.	97,920	Including \$42K for Roosevelt
5610 Rent	238,000	238,000	\$19833 per Monthly Rate	333,000	\$26500 per Monthly Rate
5611 Prop 39 Related Costs	131,306	131,306	\$126K for Marshall (\$4.62/sq ft)	133,100	\$126K for Marshall, \$69K for Roosevelt
5615 Repairs and Maintenance - Building	10,404	10,404	\$867 per Monthly Rate	10,612	\$884 per Monthly Rate
5616 Repairs and Maintenance - Computers	10,000	-	Safeware, Acer	10,000	
5803 Accounting Fees	15,000	15,000	CLA - Audit and Form 990	10,000	
5806 Assemblies	7,500	7,500	Promotion/graduation venue, expenses	7,650	
5809 Banking Fees	35,000	35,000		5,100	
5810 Intersession	35,000	40,000	\$0 per Student	72,600	\$120 per Student
5812 Business Services	68,666	78,666	Flat Fee \$67K	84,000	Flat Fee \$84K
5815 Consultants - Instructional	35,000	35,000	Measure N, residents	80,000	Measure N, residents, tutoring
5820 Consultants - Non Instructional - Custom 1	25,000	15,000	Includes WASC	30,000	CCR
5824 District Oversight Fees	54,183	54,532	1.0% of LCFF General Purpose Grant	55,980	1.0% of LCFF General Purpose Grant
5836 Fingerprinting	3,483	3,483	\$65 per FTE	3,553	\$66 per FTE
5839 Fundraising Expenses	15,000	15,000	Including Bloomerang, grant writing	15,300	
5845 Legal Fees	60,000	58,000	\$4000 per Monthly Rate	52,800	\$4400 per Monthly Rate
5851 Marketing and Student Recruiting	10,000	10,000	Schoolmint, EOC	10,200	
5857 Payroll Fees	5,094	5,094	\$424 per Monthly Rate	5,196	\$433 per Monthly Rate
5860 Printing and Reproduction	500	737		510	
5861 Prior Yr Exp (not accrued)	-	20,964		-	
5863 Professional Development	24,000	24,000	BTSA, other	33,000	
5866 SPED MH Day/NPS Services	425,000	231,667	1 residential NPS, 2 day program	160,000	1 out of state NPS, 1 in-state NPS, Seneca
5869 Special Education Contract Instructors	125,000	105,000	Includes speech and OT	100,000	
5872 Special Education Encroachment	13,455	13,455		13,724	
5874 Sports	-	-		10,000	
5875 Staff Recruiting	7,793	67,700		7,949	
5878 Student Assessment	30,000	20,000	AP, CELDT	30,000	AP, CB
5880 Student Health Services	449	1,949		458	
5881 Student Information System	30,000	30,412	Illuminate, Echo, School Messenger, MSA	30,000	PowerSchool, School Messenger, Echo
5884 Substitutes	-	-		20,000	
5887 Technology Services	50,000	55,000	ACOE internet, Bonsai	56,100	ACOE internet, Bonsai
5900 Communications	36,000	26,000	AT&T Fiber at both sites (\$1500/mo), phone (\$750/mo)	36,720	\$3060 per Monthly Rate
5915 Postage and Delivery	1,624	3,324		3,000	
SUBTOTAL - Services & Other Operating Exp.	1,859,095	1,642,112		1,716,833	
Hidden					

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		2020/21	2020/21	2020/21	2021/22	2021/22
		Approved Budget	Current Forecast	Notes	Preliminary Budget	Notes
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		7,196,362	7,105,144		7,409,656	-
6900	Total Depreciation (includes Prior Years)	-	-		-	-
TOTAL EXPENSES including Depreciation		7,196,362	7,105,144		7,409,656	-