



## East Bay Innovation Academy

### Board Meeting

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#### **Date and Time**

Wednesday June 9, 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.

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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: Jun 9, 2021 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/94175337916?pwd=YmhrYmVKUUJveDhFeFVVVR3MyYkFydz09>

Meeting ID: 941 7533 7916

Passcode: 933290

One tap mobile

+16699009128,,94175337916# US (San Jose)

+12532158782,,94175337916# US (Tacoma)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 941 7533 7916

Find your local number: <https://zoom.us/u/acOn3wKxdQ>

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>8:00 PM</b>
Opening Items			
<b>A.</b> Record East Bay Innovation Academy Board Meeting Attendance and Guests		Rochelle Benning	1 m
<b>B.</b> Call the Meeting to Order		Rochelle Benning	1 m
<b>C.</b> Approve Minutes from the Last East Bay Innovation Academy Board Meeting	Approve Minutes	Rochelle Benning	1 m
Approve minutes for Board Meeting on May 19, 2021			
<b>D.</b> 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			
<b>II. Governance</b>			<b>8:18 PM</b>
Governance			
<b>A.</b> Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Rochelle Benning	5 m
Consent Agenda Items			
- CharterSafe SY 21-22 agreement			
- New Tech Network ECHO 21-22 agreement			
- 2021-22 EPA Resolution and Spending Plan			
<b>III. Academic Excellence</b>			<b>8:23 PM</b>
Academic Excellence			
<b>A.</b> 2021 - 2022 EBIA LCAP Review and Approval	Vote	Michelle Cho	15 m
<b>B.</b> Monthly COVID-19 Update and EBIA Re-Opening Plan Check-In	Discuss	Michelle Cho	10 m
<ul style="list-style-type: none"> <li>• Discuss any emerging issues, regulatory mandates, or guidance from OUSD, Alameda, or California state agencies</li> <li>• Update on in-person instruction</li> </ul>			
<b>C.</b> East Bay Innovation Academy Program Updates	Vote	Michelle Cho	15 m
<ul style="list-style-type: none"> <li>- End-of year updates, including assessments, Capstone, and celebrations</li> <li>- Summer Bridge</li> <li>- Staffing update, enrollment trends update</li> <li>- Approve 2021-2022 school year calendar</li> </ul>			

Purpose Presenter Time

**IV. Finance and Development 9:03 PM**

Finance

**A. East Bay Innovation Academy Year To Date Financial Update** Vote Michelle Cho 10 m

- Approve SY 22 budget
- 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 approve EBIA's 2021-2022 annual budget or incorporate any needed modifications to EBIA's annual budget and/or to EBIA's multi-year plan as a result of OUSD, Alameda County, or California State guidance.

**V. East Bay Innovation Facility Matters 9:13 PM**

Facility

**A. East Bay Innovation Academy Monthly Facility Update** Discuss Michelle Cho 10 m

**VI. Other Business 9:23 PM**

**A. Confirm Board Meeting Dates through 2021 - 2022 School Year** Discuss Rochelle Benning 2 m

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
- September 15, 2021
- October 20, 2021
- November 17, 2021
- December - Holiday Break
- January 19, 2022
- February 16, 2022
- March 16, 2022
- April 20, 2022
- May 18, 2022
- June 8, 2022
- July 2022 - Summer Break
- August 17, 2022

**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

	Purpose	Presenter	Time
<b>VII. Closing Items</b>			<b>9:35 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Rochelle Benning	1 m

## 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 May 19, 2021

APPROVED



## East Bay Innovation Academy

### Minutes

#### Board Meeting

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#### Date and Time

Wednesday May 19, 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.

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

Zoom:

[hipaa@eastbayia.org](mailto: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=MnQyU0ZNSlJNWJweTUvTG5XdjYwdz09>

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/j/96264681109>

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### Directors Present

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

### Directors Absent

None

### Guests Present

Hari Vasu-Devan, Michelle Cho (remote)

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## 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 May 19, 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 board meeting minutes from May meeting.

Brad Edgar seconded the motion.

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

#### Roll Call

Ken Berrick	Abstain
Kelly Garcia	Aye
Laurie Jacobson Jones	Aye

**Roll Call**

Brad Edgar                      Aye

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

Comment from the public- ETA shared a sunshine proposal.

**II. Governance**

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

Kelly Garcia made a motion to approve the consent agrnda.

Laurie Jacobson Jones seconded the motion.

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

**Roll Call**

Kelly Garcia                      Aye

Rochelle Benning              Aye

Ken Berrick                      Aye

Brad Edgar                      Aye

Laurie Jacobson Jones        Aye

**III. Academic Excellence**

**A. LCAP Update**

Michelle shared an LCAP update. For specifics please see the board packet.

**B. Plan for Expanded Learning Opportunities Grant**

Michelle shared the ELOG funds application. For specifics please see the baord packet.

Laurie Jacobson Jones made a motion to approve the Expanded Learning Opportunities Grant application.

Kelly Garcia seconded the motion.

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

**Roll Call**

Laurie Jacobson Jones        Aye

Ken Berrick                      Aye

Brad Edgar                      Aye

Kelly Garcia                      Aye

Rochelle Benning              Aye

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

Michelle shared COVID and re-opening updates.

**D. East Bay Innovation Academy Program Updates**

Michelle shared end of year updates including assessments, Capstone and celebrations.



#### IV. Finance and Development

##### A. East Bay Innovation Academy Year To Date Financial Update

Michelle shared a financial update. For specifics please see the board packet.

#### V. East Bay Innovation Facility Matters

##### A. East Bay Innovation Academy Monthly Facility Update

Michelle shared a facility update.

#### VI. Other Business

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

Shelley shared board meeting updates. The next board meeting in June 9th.

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

No public comment.

#### VII. Closing Items

##### A. Adjourn Meeting

Brad Edgar made a motion to adjourn the meeting.

Laurie Jacobson Jones seconded the motion.

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

##### Roll Call

Ken Berrick                      Aye

Kelly Garcia                    Aye

Rochelle Benning            Aye

Laurie Jacobson Jones      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 8:58 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:**  
East Bay Innovation Academy.10867.CharterSAFEProposal2122.05-24-2021.pdf  
EBIA\_2021-22 NTN Echo Affiliate Agreement\_052621.pdf  
June\_2021\_EBIA\_EPA\_21-22\_resolution.pdf  
EBIA\_EPA Spending Plan 2021-22.pdf

# CharterSAFE

BE SAFE • FEEL SAFE

## 2021-2022 Membership Proposal

*Prepared for:*

**East Bay Innovation Academy**

*Coverage Effective:*

**July 01, 2021 at 12:01 AM - July 01, 2022 at 12:01 AM**

California Charter Schools Joint Powers Authority  
P.O. Box 969, Weimar, CA 95736  
Phone: 888.901.0004 Fax: 888.901.0004  
[www.chartersafe.org](http://www.chartersafe.org)

**Issued: May 24, 2021 at 11:03 am**

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Michelle,

CharterSAFE is pleased to present your membership renewal for the 2021-2022 year. Your membership includes the following:



For a more detailed listing of our member services, please contact **Bettina Hooper**, Managing Director, Member Services and Operations, at [bhooper@chartersafe.org](mailto:bhooper@chartersafe.org) or (916) 880-3470.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with an approved California scholastic joint powers authority.

**REQUIRED SIGNATURES:**

To bind coverage, you must login to the CharterSAFE web portal at [www.chartersafe.org](http://www.chartersafe.org) and complete and sign the following:

1. Cyber security questions
2. Member renewal acceptance

We look forward to working with you in the 2021-2022 year!

Thank you,

The CharterSAFE Team

# CharterSAFE

## 2021-2022 CLAIMS AND INCIDENT REPORTS GUIDELINES

**Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, or suit or of circumstances that may reasonably result in a claim or suit.** A delay in reporting could mean lapse in coverage.

For your protection, claims will not be accepted by phone, email, or fax.

### CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to [www.chartersafe.org](http://www.chartersafe.org) and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: **Dan Berry** at [dberry@chartersafe.org](mailto:dberry@chartersafe.org).
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

### CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
  - Student Accident Claim Packet (English and Spanish)
  - Volunteer Accident Claim Packet (English and Spanish)
  - Statement of No Insurance
  - Workers' Compensation Claim Form (DWC-1)
  - Employee Fact Sheet
  - Kaiser on the Job Clinics
  - Employee Injury Card

For any claim reporting questions, please contact **Dennis Monahan**, Managing Director, Claims, at (619) 878-6221 or email [dmonahan@chartersafe.org](mailto:dmonahan@chartersafe.org).

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## MEMBER CONTRIBUTION SUMMARY

### East Bay Innovation Academy

Coverage Effective: July 01, 2021 at 12:01 AM - July 01, 2022 at 12:01 AM

Your CharterSAFE Insurance Program includes the following coverages:

**Liability & Property Package Member Contribution**

**\$80,718.00**

**Core Liability Program**

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

- Crime
- Property
- Student & Volunteer Accident

**Additional Program Coverages**

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability

**Workers' Compensation & Employer's Liability Member Contribution**

**\$36,107.00**

**Combined Member Contribution**

**\$116,825.00**

**ONE TIME COVID-19 REBATE:**

**\$1,460.00**

Rebate will be applied either by:

1. Payment in Full - applied to your full payment due
2. Installment Plan - applied to the deposit

**Total Member Contribution**

**\$115,365.00**

(One Time COVID Rebate Applied)

Member can choose one of two payment options when accepting the proposal online

**Payment in Full - \$115,365.00**

**Installment Plan**

- Deposit (25%) - Due Now - \$27,746.00
- 9 Monthly Installments - \$9,735.00

\*You are currently enrolled in the CharterSAFE ACH program. The required payment will be processed once a signed proposal is received, based upon the payment option that you have chosen. To make any changes to your enrollment in the CharterSAFE ACH program, or if you have any special payment requests, please email Pilar Archer at parcher@chartersafe.org.

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

**Proposal Acceptance: Go to [www.chartersafe.org](http://www.chartersafe.org) and sign on to complete**

**1. Cyber security questions and 2. Renewal acceptance.**

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

## Mailing Address

3400 Malcolm Avenue  
Oakland, CA 94605

## Continuity and Retroactive Dates

**Directors & Officers Liability Continuity Date:** **04/11/2014**

**Employment Practices Liability Continuity Date:** **04/11/2014**

**Fiduciary Liability Continuity Date:** **04/11/2014**

## Vehicles

None scheduled.

## EXPOSURES & LOCATIONS

Member contributions are calculated based on the following exposures:

### Students/Employees/Payroll

Location Address(es)	Students	Employees	Payroll
East Bay Innovation Academy 3400 Malcolm Avenue Oakland, CA 94605	360	30	\$2,000,000.00
East Bay Innovation Academy 3800 Mountain Blvd. Oakland, CA 94619	230	18	\$1,200,000.00
<b>Total:</b>	<b>590</b>	<b>48</b>	<b>\$3,200,000.00</b>

## Property Values

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
East Bay Innovation Academy 3400 Malcolm Avenue Oakland, CA 94605	\$0.00	\$375,000.00	\$375,000.00	\$750,000.00
East Bay Innovation Academy 3800 Mountain Blvd. Oakland, CA 94619	\$0.00	\$10,000.00	\$50,000.00	\$60,000.00
<b>Total:</b>	<b>\$0.00</b>	<b>\$385,000.00</b>	<b>\$425,000.00</b>	<b>\$810,000.00</b>



## CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **\$5,000,000** Per Member Aggregate

The Core Liability Program Breaks Down As Follows:

### Directors & Officers, Employment Practices, and Fiduciary Liability

Coverages	Limits	Deductibles
<b>Directors &amp; Officers and Company Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	Varies*
<b>Employment Practices Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	Varies**
<b>Fiduciary Liability</b>	\$1,000,000 per <b>claim</b> and member aggregate	Varies*

**Reporting:** Claims must be reported to CharterSAFE within 60 days after policy expiration. Coverage is provided on a claims-made basis.

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

Directors and Officers Liability & Fiduciary Liability Deductibles:

0 Prior Claims:	\$15,000.00 per occurrence
1 Prior Claim:	\$25,000.00 per occurrence
2 Prior Claims:	\$50,000.00 per occurrence
3 or more Prior Claims:	\$100,000.00 per occurrence

\*\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

Employment Practices Liability Deductibles:

0 Prior Claims:	\$15,000.00 per occurrence
1 Prior Claim:	\$25,000.00 per occurrence
2 Prior Claims:	\$50,000.00 per occurrence
3 or more Prior Claims:	\$100,000.00 per occurrence

### General Liability

Coverages	Limits	Deductibles
<b>Bodily Injury Property Damage</b>	\$5,000,000 per occurrence and member aggregate	\$500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> *
<b>Premises Medical Payment</b>	\$10,000 per person \$50,000 per occurrence	\$0
<b>Products and Completed Operations</b>	\$5,000,000 per occurrence and member aggregate	\$0
<b>Armed Assailant Sublimit</b>	\$100,000 per occurrence and aggregate	\$0
<b>COVID-19 Defense Cost and Premises Medical Payment for bodily injury arising out of the administration and/or supervision of on-site rapid testing of COVID-19</b>	\$100,000 per occurrence and aggregate \$2,000,000 CharterSAFE's member combined annual aggregate	Varies**
*A list of <i>High-Risk Activities</i> is available at <a href="http://www.chartersafe.org">www.chartersafe.org</a> or you may contact <b>Dan Berry</b> (dberry@chartersafe.org / (916) 880-3469).		
** \$0 deductible with signed acknowledgement of consent; \$2,500 deductible without signed acknowledgement		

## Employee Benefits Liability

Coverages	Limits	Deductibles
<b>Employee Benefits Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0

## Educator's Legal Liability

Coverages	Limits	Deductibles
<b>Educator's Legal Liability</b>	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence
<b>Special Education Program Legal Expense Coverage - Reimbursement Sublimit</b>	\$50,000 per occurrence/ aggregate reimbursement sublimit \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$7,500 per occurrence

## Childhood Sexual Assault Liability

Coverages	Limits	Deductibles
<b>Childhood Sexual Assault Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	\$0 if school completes training requirement \$100,000 if school did not complete training requirement
<b>Reporting:</b>	Claims must be reported to CharterSAFE within 60 days after policy expiration. Coverage is provided on a claims-made basis.	
<b>Training Mandate</b>	Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is <b>REQUIRED</b> to be completed by 90% or more of staff within 90 days of coverage renewal. New employees are required to complete the training within 6 weeks of employment.	

## Law Enforcement Activities Liability

Coverages	Limits	Deductibles
<b>Law Enforcement Activities Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0

## Automobile

Coverages	Limits	Deductibles
<b>Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos</b>	\$5,000,000 per occurrence and member aggregate	\$0
<b>Auto Physical Damage*</b>	\$1,000,000 per occurrence and member aggregate	\$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

## Excess Liability - SELF

<b>Coverage Provided by:</b>	Schools Excess Liability Fund (SELF)
<b>Coverage:</b>	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
<b>Limits:</b>	\$50,000,000 per occurrence/claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the \$5M limits above to total a limit of \$55M.

CharterSAFE is a single member of SELF, a nonprofit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different limits, terms, conditions and exclusions. You can access SELF JPA's information at [www.selfjpa.org](http://www.selfjpa.org).

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

## CRIME

Coverages	Limits	Deductibles
<b>Money and Securities</b>  <b>Forgery or Alteration</b>  <b>Employee Dishonesty</b>  <b>Computer and Funds Transfer Fraud</b>	\$1,000,000 per occurrence and member aggregate	Varies*

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

0 Prior Claims:	\$500.00 per occurrence
1 Prior Claim:	\$5,000.00 per occurrence
2 Prior Claims:	\$10,000.00 per occurrence
3 or more Prior Claims:	\$20,000.00 per occurrence

## PROPERTY

**Perils Include:** Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

**Valuation:** Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
<b>Property</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
<b>Boiler &amp; Machinery / Equipment Breakdown</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
<b>Business Interruption</b>	\$10,000,000 per occurrence	\$1,000 per occurrence
<b>Extra Expense</b>	\$10,000,000 per occurrence	\$1,000 per occurrence
<b>Causes of Loss:</b>  <b>1. Water Damage</b> <b>2. Wildfire</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	Varies*

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

0 Prior Claims: \$1,000.00 per occurrence  
 1 Prior Claim: \$5,000.00 per occurrence  
 2 Prior Claims: \$10,000.00 per occurrence  
 3 or more Prior Claims: \$20,000.00 per occurrence

### PLEASE NOTE:

Renovation and construction projects valued over \$200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over \$200,000 in hard and soft costs, please contact your CharterSAFE Representative: **Dan Berry** at [dberry@chartersafe.org](mailto:dberry@chartersafe.org). CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional premium would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact **Alex Ulrich** ([Alex\\_Ulrich@ajg.com](mailto:Alex_Ulrich@ajg.com)/ 949-349-9825).

## STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
<b>Student Accident</b>	\$50,000 per injury/accident 104 Week benefit period	\$500 per injury/accident for <i>High-Risk Activities</i> *
<b>Volunteer Accident</b>	\$25,000 per injury/accident 104 Week benefit period	\$500 per injury/accident for <i>High-Risk Activities</i> *

\*A list of *High-Risk Activities* is available at [www.chartersafe.org](http://www.chartersafe.org) or you may contact **Dan Berry** (dberry@chartersafe.org / (916) 880-3469).

**Terms & Conditions:**

- Coverage is provided on an excess basis, but would become primary should the student not have health insurance.
- Claim submission deadline: 90 days after the Covered Accident.

**Optional Catastrophic Student Accident Coverage:**

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher  
18201 Von Karman Avenue, Suite #200  
Irvine, CA 92612

**Alex Ulrich**  
Client Service Manager  
[Alex\\_Ulrich@ajq.com](mailto:Alex_Ulrich@ajq.com)  
949-349-9825

## ADDITIONAL PROGRAM COVERAGES

### Pollution Liability And First Party Remediation

<b>Pollution Liability and First Party Remediation</b>	\$1,000,000 per pollution condition or indoor environmental condition and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per occurrence
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**Reporting:** Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

### Terrorism Liability

Coverages	Limits	Deductibles
<b>Terrorism Liability</b>	\$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	\$0

**Reporting:** Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

### Terrorism Property

Coverages	Limits	Deductibles
<b>Terrorism Property</b>	As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence. See "Exposures & Locations" section for schedule limits.	\$1,000 per occurrence

### Cyber Liability

Every member will have some level of coverage; if you have the below security measures in place, you will get a higher coverage limit.

1. Multi-Factor Authentication (MFA) for all remote access to your networks/systems by employees and contractors
2. Data backed up daily and is segmented/segrated from the network and only accessible via separate credentials
3. Endpoint Detection and Response (EDR) system deployed on all network endpoints

Coverages	Limits	Deductibles
<b>Cyber Liability</b>	\$1,000,000 per <b>claim</b> and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per <b>claim</b>

**Reporting:** Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

**Requirement for Coverage to be in effect:** Completed cyber application.

## WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
<b>Workers' Compensation</b>	Statutory	\$0
<b>Employer's Liability</b>	\$5,000,000 per Accident \$5,000,000 by Disease per Employee \$5,000,000 by Disease Policy Limit	\$0

**Auditable:**

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.





## New Tech Network

### ***ECHO AFFILIATE SCHOOL AGREEMENT***

This Echo Affiliate School Agreement (“Agreement”) is effective as of the 1<sup>st</sup> day of July 2021, between **NEW TECH NETWORK, INC.**, a California non-profit corporation (“New Tech Network”), and the Board of Education of **EAST BAY INNOVATION ACADEMY** (“District”).

#### **RECITALS**

A. New Tech Network (sometimes referred to as NTN in the Exhibits) offers a school education program (the “New Tech Model”) for the legitimate educational interest of: (i) preparing students to excel in an information-based, technologically advanced society; (ii) raising graduation rates and achievement test scores; and (iii) increasing college enrollment and the completion of college.

B. District desires **East Bay Innovation Academy** (the “Echo Affiliate School” and referred to as the “School” in the Exhibits attached hereto) to purchase certain services from New Tech Network as further set forth in the Exhibits attached hereto, including without limitation the New Tech Platform as defined in Section 1(a) and the Services as defined in Section 1(b) (collectively, the “New Tech Services”) offered by New Tech Network as part of the New Tech Model, but District does not currently desire to implement the entirety of the New Tech Model and may therefore not represent itself or any of its schools as a “New Technology School”. For the avoidance of doubt, this Agreement only applies to the District’s Echo Affiliate School(s) named above and is and shall remain separate from any agreement between District and New Tech Network regarding any of District’s schools subscribing to the full New Tech Model, and nothing herein amends or supersedes such other agreement.

C. The District has secured the necessary financial and community support for purchase of the New Tech Services as provided herein.

D. District desires to license from New Tech Network the right to use the materials, technology and platforms described further in the Exhibits hereto as forming part of the New Tech Services, and retain New Tech Network as an independent contractor to implement and provide the New Tech Services as provided for herein at the Echo Affiliate School, and New Tech Network wishes to provide such New Tech Services, on the terms and conditions hereinafter set forth.

E. New Tech Network’s grant of applicable licenses and provision of the New Tech Services to District contributes importantly to the furtherance of New Tech Network’s charitable and educational mission. As part of New Tech Network’s charitable and educational mission, New Tech Network seeks to continually improve the New Tech Services for the benefit of current and future schools.

**NOW, THEREFORE**, in consideration of the mutual promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

**1. License and Services.**

(a) *License.* New Tech Network hereby grants the District a limited, non-exclusive, non-transferable, non-sublicensable, and revocable right and license, during the term of this Agreement as provided for in Section 6 (the “Term”), to access and use (i) the only the website(s) and software related to the New Tech Model which is described in part on Exhibit A to this Agreement (the “NTN Technology” or, for purposes of the Exhibits attached hereto, also referred to as “NTN Echo”), (ii) certain resources, learning modules, webinars and other content made available to District through the NTN Technology, including but not limited to resource libraries and project libraries owned or licensed by New Tech Network, (collectively, “New Tech Learning Platform”);, all for the sole purpose of establishing and operating the Echo Affiliate School in District’s school district and subject to all terms and conditions provided for herein (collectively, the “License”). The NTN Technology and New Tech Learning Platform are collectively referred to in this Agreement as the “New Tech Platform.” New Tech Network may update the functionality, user interface, or other aspects of the New Tech Platform from time to time in its sole discretion – the terms of the Agreement will apply to each such update. Notwithstanding anything else herein, District may not represent itself or an Echo Affiliate School as a subscriber to the New Tech Model or a “New Technology School”. Any use by the New Tech Network trade and service marks (“Marks”) by District and/or Echo Affiliate School is subject to New Tech Network’s prior written consent in each case, and is at all times subject to the Trademark Usage Policy provided by New Tech Network to District. Such consent may be revoked by New Tech Network at any time, in which case District shall immediately cease (and shall cause Echo Affiliate School to cease) all use of the Marks.

(b) *Services.* New Tech Network will provide services to District to assist District in developing and implementing the New Tech Services for the Echo Affiliate School, as such services are described in Exhibit A under the heading Services (the “Services”). District understands and agrees that neither the New Tech Platform nor any of the Services are provided on an exclusive basis to District, and that only those components, services and materials that are expressly identified in Exhibit A are included; New Tech Network may be engaged to provide identical, similar or other services to other school districts and entities during the term of this Agreement, including, without limit, granting some or all of the licenses set forth in Section 1(a). District further understands that the Services do not involve the management of or day-to-day operation of the Echo Affiliate School. District also understands that transmission of its data over the Internet is fundamentally necessary to the use of the New Tech Platform. New Tech Network uses commercially reasonable safeguards, commonly used by organizations similar in size and product line to New Tech Network, when transmitting and receiving data to and from the District. Even so, District acknowledges that New Tech Network cannot and does not guarantee the security of data transmitted over the Internet or through District’s local network.

(c) *Not Official Repository.* District agrees that: (i) the New Tech Platform is not the official repository for the District’s and/or the Echo Affiliate School’s educational, employee, student or other records; (ii) the District will maintain all such records it should or must maintain; and (iii) New Tech Network will not, under any circumstances, be responsible for a failure to maintain records within the New Tech Platform or elsewhere that the District should or must maintain as official records.

(d) *Third-Party Services Engaged by District.* New Tech Network (through the New Tech Platform or its literature) may reference, promote, make available, utilize and/or offer applications,

hyperlinks to websites/platforms, products or services provided by entities other than New Tech Network, including, without limitation, training, implementation and other consulting services related to District's or Echo Affiliate School's implementation of the New Tech Services (collectively, "Third Party Services"). For avoidance of doubt, Third Party Services include, among other things, any applications, widgets, software, materials, products and/or services made available to District or a Echo Affiliate School under a separate agreement between the District/Echo Affiliate School and the provider of a Third Party Service. With respect to Third Party Services:

(1) New Tech Network makes no representations or warranties, whether or not such Third Party Services are approved, utilized, recommended or otherwise promoted by New Tech Network. New Tech Network is not responsible for the availability or the quality, accuracy, integrity, fitness, safety, security, reliability, legality, or any other aspect of any Third Party Service.

(2) To the extent applicable, any purchase by District of any Third Party Service is solely between District and the provider of the Third Party Service.

(3) Simultaneous with District's installation, use or enablement of a Third Party Service with New Tech Platform, District grants New Tech Network a right and license to provide, or permit the provider of such Third Party Service to access and use, any data or records (including, without limit, confidential student data) as may be requested or needed by the provider of such Third Party Service for the interoperation of the Third Party Service with the New Tech Platform. Any exchange of data or other interaction between District (or Echo Affiliate School) and the provider of a Third Party Service is solely between District and that provider. New Tech Network shall not be responsible for any disclosure, modification or deletion of any records or data resulting from any such access by the Third Party Service or its provider.

(e) *Suspension of Access.* District agrees that New Tech Network may with reasonably contemporaneous notice (including by telephone or email) to District suspend access to the New Tech Platform (or any part thereof) if New Tech Network reasonably concludes that the New Tech Platform is being used to engage in denial of service attacks, spamming, or illegal activity, or is causing immediate, material and ongoing harm to New Tech Network or others (each, a "Suspension"). In the event of a Suspension, New Tech Network will use commercially reasonable efforts to limit the Suspension to the offending portion of the New Tech Platform and to resolve the issue(s) causing the Suspension. District agrees that New Tech Network shall not be liable to District, the Echo Affiliate School nor to any third party for any Suspension.

## **2. District Obligations, Contributions and School Users.**

(a) *Payment of Amounts Due.* District will promptly pay to New Tech Network all amounts due to New Tech Network under this Agreement as provided for in this Agreement.

(b) *Minimum Requirements.* District will provide, at its own expense and as described in Exhibit B to this Agreement, all facilities, technology, staffing, and other materials and resources necessary for the formation and operation of the Echo Affiliate School in District's school district. District agrees to obtain the resources necessary to establish and successfully operate the Echo Affiliate School.

(c) *On-going Operation of Echo Affiliate School.* New Tech Network representatives will have access to the Echo Affiliate School during normal business hours, with prior reasonable notice and in accordance with applicable laws, to provide the New Tech Services, and to inspect the on-going

operations of the Echo Affiliate School as well as to ensure compliance with this Agreement by District and the maintenance of the goodwill and reputation associated with New Tech Network and its intellectual property.

(d) *Data Collection.* District will permit New Tech Network to gather school-wide data from the Echo Affiliate School for use in evaluating the on-going effectiveness of the Echo Affiliate School and for improving or modifying the same, for the purpose of creating statistics and reports to support grant applications and other financial support and funding in furtherance of District’s educational interests, and for the purpose of publication in the education field.

(e) *District Input.* District will promptly notify New Tech Network should District identify any problems or issues with the New Tech Services as they apply to the Echo Affiliate School, including any issues, errors or malfunctions in the NTN Technology, the New Tech Learning Platform and/or in the Materials (as later defined herein).

(f) *District Contributions to the New Tech Learning Platform.* New Tech Network has created electronic resource libraries, electronic project libraries and other venues whereby content and materials may be contributed by and used by District and other parties. As between New Tech Network and the District, all right and title in and to Protected Student Data (as defined in Section 5(a)) is owned exclusively by the District. If District contributes any content or other material, excluding Protected Student Data, to the New Tech Platform (including, without limitation, to the New Tech Learning Platform) (“District Contributions”), it automatically grants New Tech Network and all users of the New Tech Platform, simultaneous with any such contribution, a perpetual, irrevocable, worldwide, transferable, and royalty-free license to use, reproduce, modify, create derivative works and otherwise make use of such District Contributions in any manner and through any media for the benefit of New Tech Network, existing and future users or contributors to the New Tech Platform, and any other New Tech Network authorized entity. The District hereby represents warrants and covenants that maintenance, access and/or use of the District Contributions, to the fullest extent permitted in this Agreement, will not violate or infringe upon any right of publicity or privacy, intellectual property right (e.g., copyright, patent, trademark, etc.), literary right, or any other right of any person or entity.

(g) *Cooperation.* The parties will cooperate to help assure the successful implementation of the New Tech Services.

(h) *School Users.* The District is responsible for authorizing and regulating the use of the New Tech Platform by the District’s employees and agents, as well as the Echo Affiliate School’s employees, administrators, teachers, students and the student’s parents or guardians (“Users”). The District is further responsible for providing each such User a unique user name and passcode (“IDs”) to permit the User to access the New Tech Platform. The District will inform Users that the ID’s are not to be shared and are to be kept secure. The District agrees that the District is responsible for all of the activities of its Users, including those conducted under any IDs it issues (whether directly or through a Echo Affiliate School), and any User’s compliance with any and all terms and conditions (Terms of Service, etc.) associated with the New Tech Platform. The District may create User accounts up to the total amount of authorized Users specified in Exhibit A (“Authorized User Count”), and New Tech Network shall invoice District per User at the rate set forth in Exhibit A. District shall immediately notify New Tech Network if it exceeds the Authorized User Count, and shall promptly pay any additional User fees. If District fails to notify New Tech Network and/or District has created a total number of User accounts more than 5% more than the Authorized User Count, District shall pay New Tech Network the two times the rate set forth in Exhibit A on each User account in excess of the Authorized User Count.

### 3. **Fees.**

(a) *Fees.* Attached as Exhibit C is an agreed schedule for payment of compensation by District for the New Tech Services and the License.

(b) *Payment.* District will pay New Tech Network in accordance with the schedule set forth in Exhibit C within thirty (30) days of the date of any and all invoices. If scheduled payments or invoice amounts are not paid in full within thirty (30) days of their due date, New Tech Network reserves the right to add a late charge of 1% per month of the amount due, but not greater than permitted by law.

### 4. **Work Product; Ownership of Intellectual Property.**

(a) *Ownership of NT Materials and New Materials.* New Tech Network owns and holds all right, title and interest (including, without limit, copyrights, patent, invention, trade secret, and trade and service mark rights) in and to any information, software, trade or service marks, websites, content, resources, learning modules, webinars, processes, procedures, libraries or repositories or other materials provided by New Tech Network or made accessible to District in connection with the License and/or the New Tech Services, including, but not limited, to the New Tech Platform and all components thereof (collectively, the “NT Materials”). Further, District acknowledges and agrees that any and all improvements in, additions to, revisions or translations of, changes or any other modifications of or developments relating to the NT Materials (“New Materials”) belong to New Tech Network simultaneous with the creation of the same. Notwithstanding the foregoing and for avoidance of doubt, neither NT Materials nor New Materials includes District Contributions or Third Party Services. Except for the limited use rights granted under this Agreement, neither the District nor any User shall acquire any right, title or interest in any NT Materials or New Materials. Any rights to the NT Materials or New Materials not expressly granted in this Agreement are reserved to and for the sole benefit of New Tech Network.

(b) *Assignment of Rights in New Materials.* To the extent District or any of its employees or agents creates or contributes to any New Materials, then District agrees that in consideration for the Services and License, the District will assign, and will cause its employees and agents to assign, to New Tech Network upon the request of New Tech Network, all right, title and interest of District and/or its employees or agents in any such New Materials. District will cooperate with, and to the best of its ability, assist New Tech Network (at New Tech Network’s expense) in New Tech Network’s efforts to secure, vest, protect, record, further document or register such assignment and New Tech Network’s rights in any New Materials, including but not limited to executing all papers reasonably desirable or necessary to further document this assignment and vesting of rights in New Tech Network.

(c) *Permitted Uses of NT Materials and New Materials under License.* Except with respect to the NTN Technology and as otherwise agreed in writing by the parties, the License includes a limited, revocable, non-exclusive, non-sublicensable and non-transferable license to District to the NT Materials and the New Materials (collectively, the “Materials”) during the Term to engage in the following solely for the purpose of establishing and operating the Echo Affiliate School and for distribution to teachers, administrators, students, and parents or guardians of students as necessary to carry out the express purposes of this Agreement: (i) reproduce such Materials in copies, (ii) prepare derivative works based upon such Materials, (iii) distribute copies of such Materials, including by way of a restricted access internet site, by electronic mail or as required by law, (iv) publicly perform such Materials to groups of teachers, administrators, students, and parents or guardians of students associated with the Echo Affiliate School, (v) publicly display such Materials by way of a restricted access internet site, by electronic mail or as required by law, and (vi) perform such Materials publicly by electronic means through a restricted access internet site. The above activities for which the License hereunder is

granted herein will be limited to purposes of District's implementation and operation of the Echo Affiliate School. District may not make any other uses of the Materials. The License granted herein is granted solely to District, and not, by implication or otherwise, to any parent, subsidiary or affiliate of such party or entity. District will ensure that all copyright and other notices and designations of New Tech Network are maintained, and are not removed, on all copies and other reproductions and uses that are made of Materials.

(d) *Prohibited Uses.* District may not copy, distribute, reproduce, use or allow access to the Materials except as explicitly permitted under this Agreement, and District will not decompile, reverse engineer, disassemble or otherwise attempt to derive source code from the NTN Technology. No right is granted hereunder to rent the Materials, to use the Materials for commercial purposes, or to use the Materials to perform services for third parties (so-called "service bureau" uses).

## **5. Confidentiality.**

(a) *FERPA Compliance.* District affirms that it has satisfied the requirements set forth in the Family Educational Rights and Privacy Act (20 U.S.C. 1232g et seq) and applicable regulations ("FERPA"), to permit it to disclose to New Tech Network personally identifiable information from education records maintained by the District for students at the Echo Affiliate School ("Protected Student Data"). For purposes of clarity, Protected Student Data does not include those education records shared with New Tech Network from which all personally identifiable information has been removed. Each party will comply with privacy laws (including, without limit, FERPA) applicable to it as to Protected Student Data the District provides to New Tech Network. Notwithstanding the foregoing, the District will be solely responsible for: (i) obtaining any necessary consents required under FERPA for a student's use of the NTN Technology or the New Tech Learning Platform; and (ii) to the extent required by the Children's Online Privacy Protection Act or other law, disclosing (via acceptable use policies or otherwise) and obtaining any required consents for the collection of data or information from users of the NTN Technology or the New Tech Learning Platform, including the use of such data or information by the District or New Tech Network. The District will make evidence of compliance with this Section 5(a), including any required consents, available to New Tech Network upon request.

(b) *Non-Use and Non-Disclosure; Duty of Care.*

(1) The District hereby covenants and agrees that, except as expressly contemplated by this Agreement or any other agreement between the District and New Tech Network, it will not at any time: (i) use Confidential Information (as defined below) of New Tech Network except as reasonably required to comply with the terms of this Agreement; or (ii) except as required or permitted by law, disclose Confidential Information of the other party to any third party, without the prior written authorization of New Tech Network. Furthermore, the District will at all times protect New Tech Network's Confidential Information with the same degree of care, but no less than a reasonable degree of care, as it treats or protects its own confidential information of a like nature. The term "Confidential Information" will include all technical data, know-how and information not generally known to the public and not readily ascertainable by proper means by outsiders, constituting or comprising or other information generally deemed to be of a private or personal nature in which the general public has no right of access under applicable state law. Unless specifically identified for use and distribution outside of the Echo Affiliate School constituency, all Materials are deemed to be the Confidential Information of New Tech Network.

(2) New Tech Network hereby covenants and agrees that, except as expressly contemplated by this Agreement, it will not at any time: (i) use District's Protected Student Data except as reasonably required to comply with the terms of this Agreement or provide the services described herein,

including the use of the Database Host (as defined below); or (ii) except as required by law, disclose Protected Student Data to any third party, without the prior written authorization of District. Furthermore, New Tech Network will at all times safeguard the Protected Student Data with the same degree of care, but no less than a reasonable degree of care, as it treats or protects its own confidential information of a like nature. Upon request by District, New Tech Network will use commercially reasonable means or methods to allow District to access, modify, or terminate any Protected Student Data in the possession or under the control of New Tech Network.

(3) The New Tech Platform is used to upload academic and non-academic data to, and retrieve that data from, a database (the “Database”). District acknowledges that the Database will be hosted on equipment under the physical control of New Tech Network or of a reputable third party service provider (“Database Host”) as selected by New Tech Network from time to time. New Tech Network represents that it has investigated the data privacy and data security practices of such Database Host and determined that it utilizes such safeguards as are common in the industry to protect the confidentiality of Protected Student Data, including without limitation, firewalls, patch management procedures, security monitoring and response methods, and other relevant data security measures. District may obtain specific information as to the Database Host utilized by New Tech Network by contacting New Tech Network pursuant to Section 11.

(c) *Required Disclosure by District.* If the District becomes legally required to disclose Confidential Information, or any part thereof, then the District will, to the extent permitted by law, give New Tech Network prompt notice of such requirement, cooperate with New Tech Network (at New Tech Network’s cost) to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of the Confidential Information necessary to ensure compliance with such legal requirement. In the event of any breach or threatened breach of this provision, New Tech Network will be entitled to an injunction restraining the District from using or disclosing such Confidential Information in addition to any other remedy, at law or equity, which may be available to New Tech Network.

(d) *Required Disclosure by New Tech Network.* If New Tech Network becomes legally required to disclose Protected Student Data, then New Tech Network will, to the extent permitted by law, give the District prompt notice of such requirement, cooperate with the District (at the District’s cost) to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of the Protected Student Data necessary to ensure compliance with such legal requirement. In the event of any breach or threatened breach of this provision, the District will be entitled to an injunction restraining the New Tech Network from using or disclosing Protected Student Data in addition to any other remedy, at law or equity, which may be available to the District.

## 6. **Term; Termination.**

(a) *Term.* The term of this Agreement will begin on the effective date and, unless terminated in accordance with Section 6(b) below, will continue through the expiration date, June 30, 2022. The term of this Agreement may be extended upon the written agreement of the parties.

(b) *Termination.* This Agreement will terminate prior to the expiration of its term as follows:

(1) At the non-breaching party’s option, effective immediately, if a party materially breaches, violates or otherwise fails to comply with any of the terms contained in this Agreement

and fails to cure such breach within thirty (30) days of receiving written notice of such breach from the non-breaching party;

(2) Automatically and effective immediately, if either party makes an assignment of this Agreement for the benefit of its creditors, becomes insolvent or seeks protection under any bankruptcy, receivership, trust deed, creditor's arrangement or composition, or if any comparable involuntary proceeding is instituted against such party and is not dismissed within ninety (90) days of such institution; or

(3) At New Tech Network's option, effective immediately, if District fails to pay any amount due under this Agreement within thirty (30) days of its due date.

(4) At either party's option, for its convenience and without cause, upon at least sixty (60) days' written notice ("Notice") to the other party. Upon receipt of a Notice from District of such termination, New Tech Network will cease operations as directed by the District in the Notice, take actions necessary or as the District may reasonably direct for the preservation of students' work and records, if any, in New Tech Network's possession, and, except for the work directed to be performed prior to the effective date of the termination stated in the Notice (which will not be less than 60 days from the date the Notice is mailed), terminate any and all existing subcontracts entered into by New Tech Network solely in furtherance of this Agreement and enter into no further subcontracts. New Tech Network will be entitled to payment for: (i) services rendered prior to the effective date of the termination stated in the Notice; (ii) any expenses (within the limitations imposed by this Agreement) incurred prior to the effective date of the termination stated in the Notice; (iii) costs, expenses and penalties resulting from the termination of a subcontract entered into prior to New Tech Network's receipt of the Notice; and (iv) any other costs and expenses (without regard to the limitations imposed by this Agreement) resulting from any action requested by the District in the Notice.

(c) *Effect of Termination.*

(1) If this Agreement is terminated due to the expiration of the Term and not due to any breach of District and during the Term District was in full compliance with this Agreement, then District will be permitted to continue to use under the License the Materials, so long as District will have executed a separate agreement with New Tech Network in which District agrees to make appropriate use of such licensed Materials, to protect the confidentiality of the Materials and to pay such ongoing fees as are negotiated in connection with the use of and support for the Materials.

(2) If this Agreement is terminated for any reason, including, without limit, due to the expiration of the Term, and if the District and New Tech Network have not extended this Agreement or entered into a separate agreement (superseding this Agreement) concerning the operation of the Echo Affiliate School pursuant to the New Tech Model: (i) the District will: (a) promptly cease to use the Materials, (b) promptly cease to use any of the Marks, and (c) no longer represent that it is a recipient of the New Tech Services; and (ii) New Tech Network may immediately deactivate District's account and, following a period of not more than 30 days, New Tech Network will be entitled to delete District's data from the Database, provided that New Tech Network will, during such period, grant District limited access for the sole purposes of permitting District to retrieve Protected Student Data and District Contributions.

(d) *Survival of Obligations.* Upon termination of this Agreement for any reason, District will promptly pay to New Tech Network all outstanding amounts due under this Agreement. The parties further agree to refrain from making public statements or otherwise announcing or publishing in a public forum statements or comments that disparage the other party. Such obligation to pay will survive termination of this Agreement along with all of the following provisions of this Agreement: 3 through 20.



## 7. **Limitations.**

(a) *Limitation of Liability.* In no event will New Tech Network's liability to District arising out of or related to this Agreement or the License or the Services provided hereunder, whether based on an action or claim in contract or tort, including negligence, strict liability, or warranty, exceed the compensation New Tech Network receives for the License or the Services provided under this Agreement.

(b) *Other Damages.* In no event will New Tech Network be liable to District for any punitive, indirect, incidental, special or consequential damages (including, without limitation, any damages arising from loss of use or lost business, revenue, profits, data or goodwill) arising out of or related to this Agreement or the License or the Services provided hereunder, whether in an action in contract, tort, strict liability or negligence, or other actions, even if advised of the possibility of such damages.

(c) *Limited Warranty.* NEW TECH NETWORK REPRESENTS AND WARRANTS THAT THE NTN TECHNOLOGY WILL CONTAIN FUNCTIONALITY SUBSTANTIALLY CONSISTENT WITH THAT DESCRIBED IN EXHIBIT A TO THIS AGREEMENT AND THAT THE SERVICES WILL BE PERFORMED IN A WORKMANLIKE MANNER. EXCEPT AS EXPRESSLY PROVIDED FOR IN THIS SECTION 7(C): (I) NEW TECH NETWORK DOES NOT MAKE ANY WARRANTY, EXPRESSED OR IMPLIED, WITH RESPECT TO THE LICENSE OR THE SERVICES, NEW TECH PLATFORM OR ANY PRODUCTS/GOODS PROVIDED UNDER THIS AGREEMENT, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE OR NON-INFRINGEMENT; (II) THE DISTRICT EXPRESSLY AGREES THAT USE OF THE NEW TECH PLATFORM IS ON AN "AS IS" AND "AS AVAILABLE" BASIS. WITHOUT LIMITING THE FOREGOING AND TO THE FULLEST EXTENT PERMITTED BY LAW, NEW TECH NETWORK DISCLAIMS ANY AND ALL: (1) WARRANTIES CONCERNING THE AVAILABILITY, ACCURACY, SECURITY, USEFULNESS, TIMELINESS, OR INFORMATIONAL CONTENT OF THE NEW TECH PLATFORM; (2) WARRANTIES RELATED TO THIRD PARTY SERVICES AND/OR DISTRICT CONTRIBUTIONS; AND (3) WARRANTIES THAT ERRORS IN ANY SOFTWARE WILL BE CORRECTED.

(d) *Claims.* Any claims by District arising out of or related to this Agreement or the License or the Services provided hereunder, whether in an action in contract, tort, strict liability or negligence, or other actions, must be brought within one year of the termination of this Agreement or such claims will be forever barred.

8. **Notification of Claims.** In the event of a claim by a third party arising as a result of the License or the Services provided hereunder, each party or its legal representative will promptly notify the other party in writing of any such claim or lawsuit and forward all related documents to the other party.

9. **Governing Law; Jurisdiction and Venue.** This Agreement will be governed by and construed in accordance with the laws of the State of California, without application of conflicts of laws principles and as if this Agreement were negotiated, executed, delivered and fully performed entirely within the State of California. Any action or proceeding seeking to enforce any provision of, or based on any right arising out of, this Agreement must be brought in the courts of the State of California in Sacramento County, or, if it has or can acquire jurisdiction, in the United States District Court in Sacramento County, and each of the parties consents to the jurisdiction of such courts in any such action or proceeding and waives any objection to venue laid therein.

10. **Independent Contractor.** The parties understand and acknowledge that New Tech Network is an independent contractor, and will not be deemed an employee, partner, or joint venturer of

District with respect to the services performed hereunder for any purposes whatsoever. New Tech Network also understands that it is responsible, according to law, to pay its own federal, state and local income taxes and employment taxes with respect to all compensation received from District hereunder.

**11. Communications and Notices.**

(a) *Regular Communications.* The representative for each party for all regular communications during the course of providing Services hereunder is as follows: **New Tech Network:** Tim Presiado, [tpresiado@newtechnetwork.org](mailto:tpresiado@newtechnetwork.org), 707-253-6951; **District:** Michelle Cho, [michelle.cho@eastbayia.org](mailto:michelle.cho@eastbayia.org), and 510-577-9557. Such representatives can be changed by a notice in writing provided to the other party at the addresses noted below.

(b) *Legal or Formal Communications.* All notices of a legal or formal nature must be in writing and sent (a) in person, (b) by certified or registered mail, (c) by overnight delivery carrier for next day delivery, (d) by facsimile, or (e) email, in each case to the address listed below (or if notice of a new address is given in accordance with this Agreement, the new address):

If to New Tech Network:                   New Tech Network  
  Attn: President  
  1250 Main Street, Suite 100  
  Napa, CA 94559

If to the School/ District:               East Bay Innovation Academy  
  Attn: Head of School / Superintendent  
  3400 Malcolm Avenue  
  Oakland, CA 94605

**12. Binding Effect.** This Agreement will be binding upon and inure to the benefit of both District and New Tech Network and their permitted successors and permitted assigns.

**13. Severability of Provisions.** If any part, term or provision of this Agreement is held by any court to be unenforceable or prohibited by any law applicable to this Agreement, the rights and obligations of the parties will be construed and enforced with that part, term or provision limited so as to make it enforceable to the greatest extent allowed by law, or, if it is totally unenforceable, as if this Agreement did not contain that particular part, term or provision.

**14. Waiver.** Any of the terms, conditions or provisions of this Agreement may be waived at any time and from time to time in writing by the party entitled to the benefit thereof without affecting any other term, condition or provision of this Agreement. No waiver will be effective unless it is in writing. The waiver by any party hereto of any breach of any term, condition or provision of this Agreement will not operate or be construed as a waiver of any other term, condition or provision or of any subsequent breach of the same term, condition or provision. A party’s failure to enforce its rights resulting from any breach of any term, condition or provision of this Agreement will not operate or be construed as a waiver of breach.

**15. Entire Agreement.** This Agreement, the Exhibits attached hereto, the Trademark Use Policy, the website user agreement and the privacy policy for the NTN Technology constitutes the entire agreement and understanding between the parties and supersedes all prior agreements and discussions with respect to the subject matter hereof. The parties expressly agree that to the extent that form purchase orders, confirmations, acceptances and invoices, or similar documents, are used to facilitate specific services any conflicting, additional or different terms provided by District will be of no force and effect and the terms of

this Agreement will control such interpretations unless a separate signed writing/amendment authorizes such terms.

**16. Assignment.** This Agreement (including any rights or licenses herein) may not be assigned by District without the written consent of New Tech Network. New Tech Network may assign this Agreement to an organization affiliated with New Tech Network or to a successor in connection with a reorganization, merger or sale of all or substantially all of New Tech Network's assets or business.

**17. Amendment.** This Agreement may be amended or modified only in a writing signed by both New Tech Network and District; provided, however, that New Tech Network may, from time to time, without the written consent of District, amend the terms of any of Exhibits A through C as New Tech Network deems appropriate to improve the New Tech Services, the Trademark Usage Policy, the website user agreements and privacy policy. New Tech Network will notify the District of any such amendments. If District does not object in writing to the amendments within 30 days from the date of the notification, the District will be deemed to have accepted the amendments. If the District timely objects to one or more amendments and such objections are not resolved to District's satisfaction, the District may terminate this Agreement pursuant to Section 6.

**18. Recitals.** The recitals to this Agreement are hereby incorporated into and considered a part of the terms and conditions of this Agreement.

**19. Negotiated Agreement.** As this Agreement has been negotiated by the parties, any ambiguities in this Agreement will not be construed against either party.

**20. Force Majeure.** New Tech Network will not be responsible or liable for any delay in the performance of its obligations under this Agreement arising out of or caused by acts of God; earthquakes, fire, flood, wars, acts of terrorism, civil or military disturbances, epidemics, riots, interruptions, loss of utilities or communications, Internet service provider failures, accidents, labor disputes (other than involving New Tech Network employees), acts or civil or military authority or governmental action or any other circumstances beyond the reasonable control of the party; it being understood that New Tech Network will use reasonable efforts to resume performance as soon as reasonably practicable under the circumstances.

**IN WITNESS WHEREOF**, the parties have caused this Agreement to be executed in their respective names or by their respective officers, thereunto duly authorized, to be effective as of the day and year first written above. This Agreement may be executed in any number of counterparts. The parties agree to use electronic signatures on this Agreement.

**NEW TECH NETWORK**

**EAST BAY INNOVATION ACADEMY**

By: \_\_\_\_\_

By: \_\_\_\_\_

Printed: \_\_\_\_\_

Printed: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



NewTech Network

## Exhibit A Services

<b>Echo Platform</b>	<b>SY2021-22</b>
<p>Echo™, NTN’s Learning Management System, is an innovative online learning platform that enables School staff, students and parents to effectively manage the Project-Based Learning (PBL) environment.</p> <p>Components of NTN Echo include unique instruction and assessment tools designed specifically for the PBL environment; course agendas and calendars, group interaction tools; resource sharing and other “education friendly” social functionality; and reporting tools. NTN Echo integrates with Google Apps at the discretion of the School at no additional cost. Echo can be configured for beginner or advanced users and can be used as a common gateway to external content vendors to reduce cost.</p> <p>Echo’s content and community tool is not included with Echo Affiliate access level.</p>	
<b>Echo User Access</b>	700 staff and students
<p><b>Echo Help Center</b></p> <p>The Echo Help Center provides users with articles and documentation that describe all aspects and features of the Echo platform. In addition, Echo Administrators can submit support requests that are answered by NTN’s Echo support staff.</p>	
<p><i>District may purchase additional student Echo licenses for a fee determined by New Tech Network.</i></p>	



New Tech Network

Exhibit C  
**Fee Schedule**

Service Phase	Fee Amount	NTN Invoice Date
SY2021-22 Echo Affiliate	\$12,250	July 1, 2021
Total NTN fees not to exceed*	\$12,250	

\* Except for “make-up” training, supplemental attendees at professional development events, additional coaching or other services or as set forth herein, the fees set forth in the payment schedule above represent the maximum fees payable to New Tech Network for each year in the Agreement. At New Tech Network’s option, certain of the fees set forth above may be reduced if New Tech Network determines, in its sole discretion, that the School exceeds benchmarks established by New Tech Network.

To ensure successful implementation, the District and School will make every effort for staff to participate in New Tech Network training events. District is responsible for additional costs for training staff unable to attend scheduled New Tech Network professional development events.

District is responsible for all costs not covered by New Tech Network, including, without limit, staff travel to/from New Tech Network trainings, events and conferences, hotel cost, personal expenses, and meals not covered by New Tech Network.

## **RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall

ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of East Bay Innovation Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of East Bay Innovation Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 9, 2021.

	Aye	Nay	Abstain	Absent
Rochelle Benning				
Ken Berrick				
Kelly Garcia				
Laurie Jacobson Jones				
Brad Edgar				
Totals:				

\_\_\_\_\_  
Rochelle Benning, Board Chair

ATTEST:

\_\_\_\_\_  
Kelly Garcia, Board Secretary



**East Bay Innovation Academy****Education Protection Account Spending Plan**

Fiscal Year 2021-22

General Fund, Resource 1400

<b>Description</b>	<b>Objects</b>	<b>Amount</b>
<b>Expenditures and Other Financing Uses</b>		
Instruction: Teacher Salaries	1000-1999	\$114,540
Instruction-related Services: Classified Salaries	2000-2999	\$0
Benefits	3000-3999	\$0
Books and Supplies	4000-4999	\$0
Services and Other Operating Expenses	5000-5999	\$0
Capital Outlay	6000-6999	\$0
Other Financing Uses	7000-7999	\$0
<b>Total Expenditures and Other Financing Uses</b>		<b>\$114,540</b>
<b>Amount Available For This Fiscal Year</b>		
Adjusted Beginning Fund Balance	9791-9795	\$0
Revenue Limit Sources	8012	\$114,540
<b>Total Available</b>		<b>\$114,540</b>
<b>Balance</b>		<b>\$0</b>

\*Estimated EPA Spending based on revenues calculated from CDE's EPA Entitlement and FCMAT LCFF Calculator. Actual amount and expenses may be different than stated. Per Proposition 30, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

# Coversheet

## 2021 - 2022 EBIA LCAP Review and Approval

**Section:** III. Academic Excellence  
**Item:** A. 2021 - 2022 EBIA LCAP Review and Approval  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

2021\_LCFF\_Budget\_Overview\_for\_Parents\_East\_Bay\_Innovation\_Academy\_20210609.pdf  
2021\_Local\_Control\_and\_Accountability\_Plan\_East\_Bay\_Innovation\_Academy\_20210608.pdf  
2021\_Local\_Control\_and\_Accountability\_Plan\_LCP\_Annual\_Update\_East\_Bay\_Innovation\_Academy\_20210519.pdf

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	East Bay Innovation Academy
<b>CDS Code:</b>	01-61259-0129932
<b>LEA Contact Information:</b>	Name: Michelle Cho Position: Executive Director Email: michelle.cho@eastbayia.org Phone: 510-577-9557
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$5600508
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$378593
<b>All Other State Funds</b>	\$1220038
<b>All Local Funds</b>	\$315111
<b>All federal funds</b>	\$350072
<b>Total Projected Revenue</b>	\$7,485,729

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$7495379
<b>Total Budgeted Expenditures in the LCAP</b>	\$4985514
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$368256
<b>Expenditures not in the LCAP</b>	\$2,509,865

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$451116
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$532989

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$-10,337
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$81,873

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Leases, operating support, insurance, business services
<b>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF</b>	Some activities performed by staff funded through general funds are to improve access of services to high needs students.

**supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.**

--

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Bay Innovation Academy

CDS Code: 01-61259-0129932

School Year: 2021-22

LEA contact information:

Michelle Cho

Executive Director

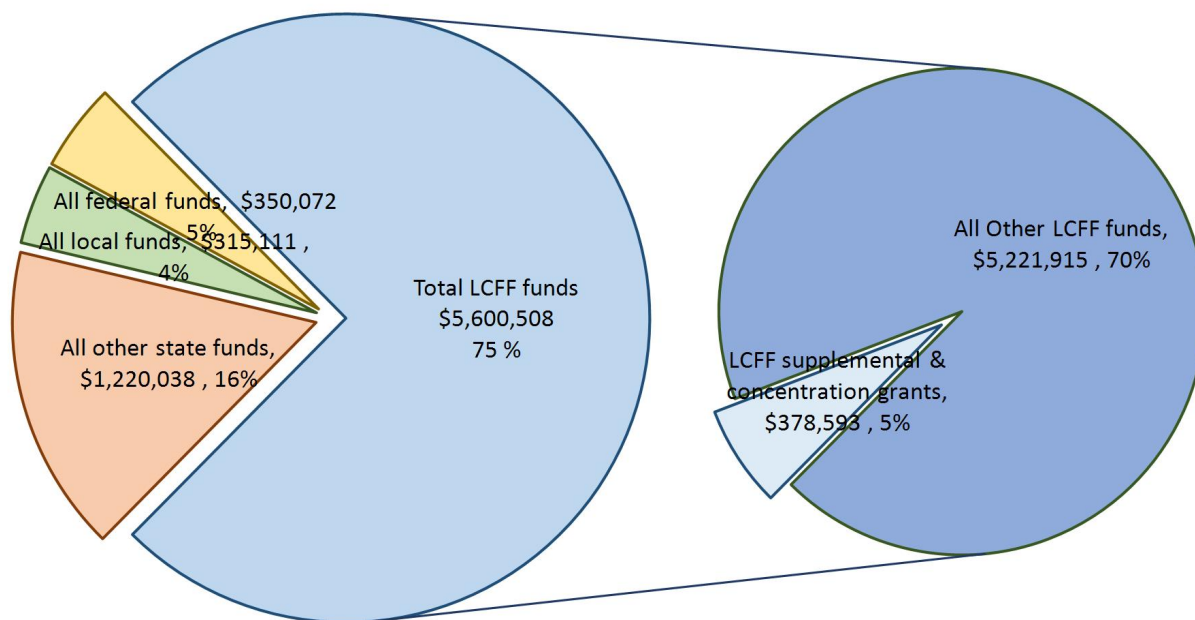
michelle.cho@eastbayia.org

510-577-9557

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

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



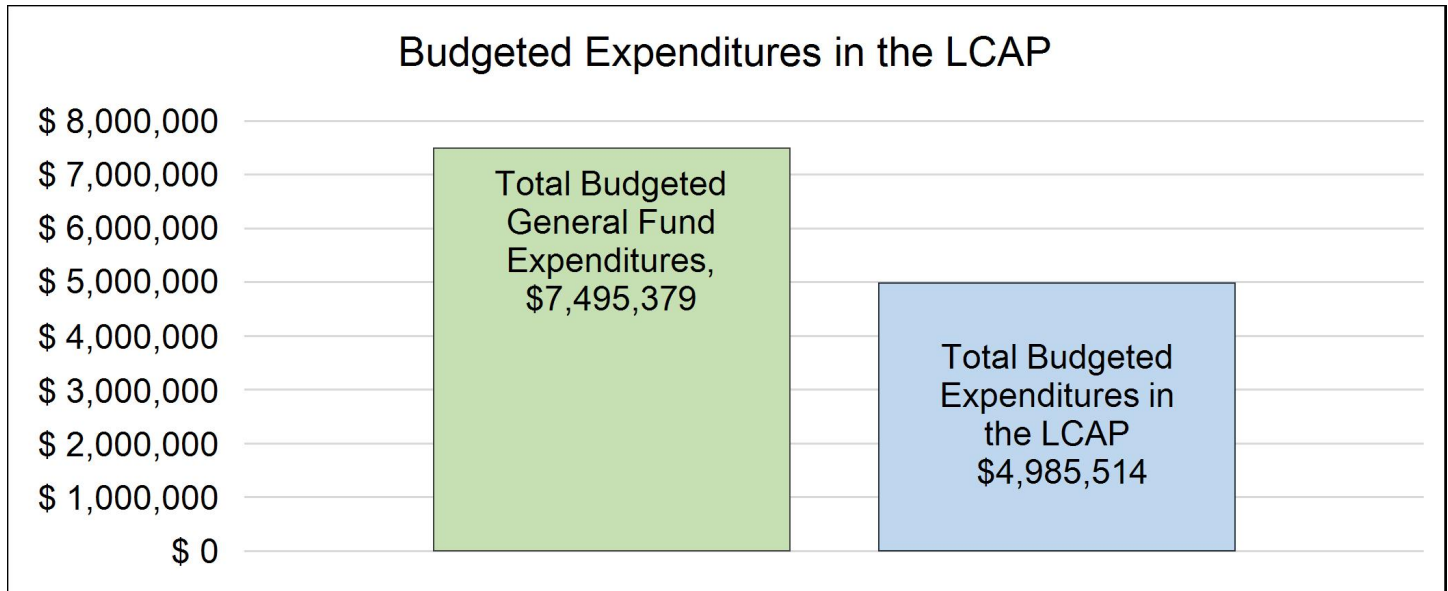
This chart shows the total general purpose revenue East Bay Innovation Academy expects to receive in the coming year from all sources.

The total revenue projected for East Bay Innovation Academy is \$7,485,729, of which \$5600508 is Local Control Funding Formula (LCFF), \$1220038 is other state funds, \$315111 is local funds, and \$350072 is

federal funds. Of the \$5600508 in LCFF Funds, \$378593 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much East Bay Innovation Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

East Bay Innovation Academy plans to spend \$7495379 for the 2021-22 school year. Of that amount, \$4985514 is tied to actions/services in the LCAP and \$2,509,865 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Leases, operating support, insurance, business services

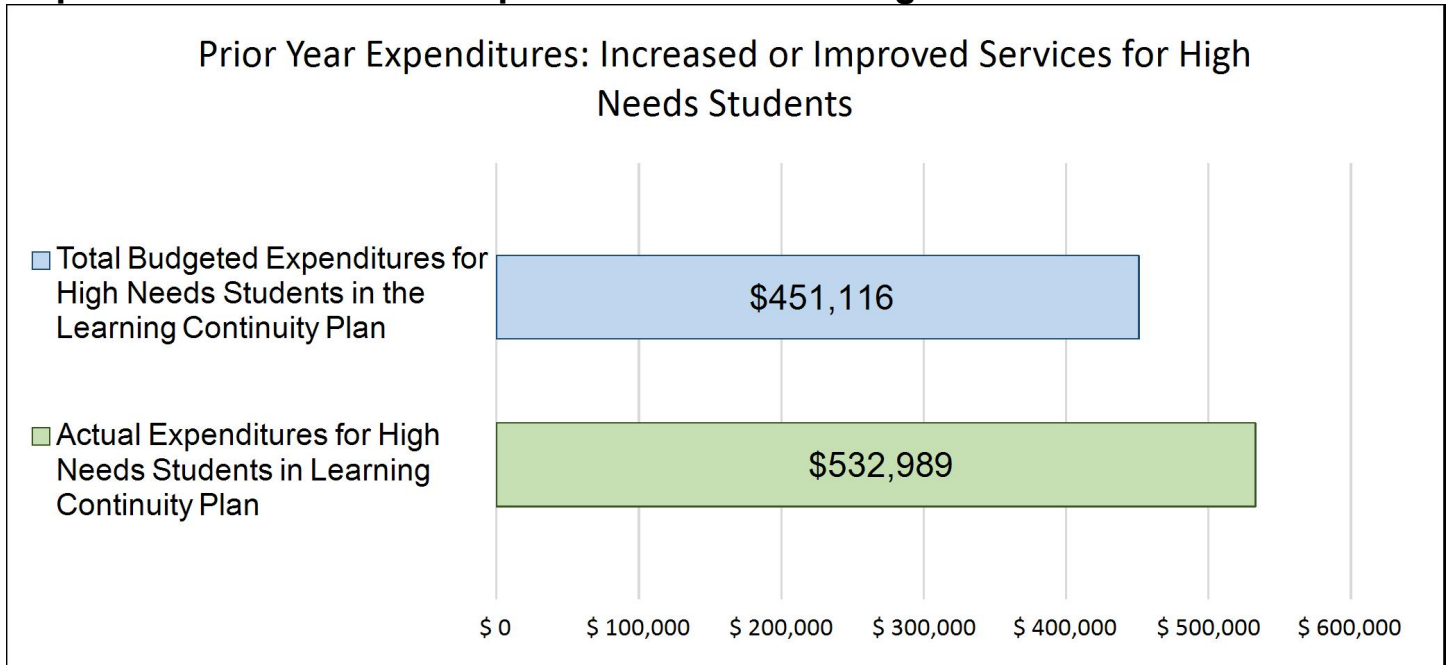
### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, East Bay Innovation Academy is projecting it will receive \$378593 based on the enrollment of foster youth, English learner, and low-income students. East Bay Innovation Academy must describe how it intends to increase or improve services for high needs students in the LCAP. East Bay Innovation Academy plans to spend \$368256 towards meeting this requirement, as described in the LCAP.

Some activities performed by staff funded through general funds are to improve access of services to high needs students.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, East Bay Innovation Academy's Learning Continuity Plan budgeted \$451116 for planned actions to increase or improve services for high needs students. East Bay Innovation Academy actually spent \$532989 for actions to increase or improve services for high needs students in 2020-21.





## 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. EBIA is building a CTE linked learning pathway that encompasses our mission, vision and program, through focus on Computer Science and Design Innovation.

#### Number of Students Enrolled by Grade Level

Grade 6: 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.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. EBIA used local metrics to monitor student progress:

- School culture and climate: double digit growth reported by students on climate for learning, school safety, and sense of belonging
- Attendance: maintain high level of attendance (93% at upper and 95% at lower) and engagement throughout distance learning
- Graduation: Almost 100% of enrolled seniors received diploma
- Almost 90% of graduates UC/CSU eligible for both Class of 20 and Class of 21
- MAP assessments in SY 21 reflect continuity and growth in ELA and math from fall to winter.

## 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.

- CA School Dashboard: Class of 20 graduation rate (almost 70%) of first cohort reflect coding lags and attrition due to growing pains, CSU/UC-ready data missing (only one reported, although almost all graduates were UC/CSU-ready)
- English Learners still struggling to reach proficiency in ELA/math.
- Covid impact on learning for all students
- Suspension rate change from SY 19 to SY 20 suggesting a significant increase year over year
- Chronic absenteeism high for a number of student subgroups

## 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 the 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 a 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.

EBIA was not identified for Comprehensive Support and Improvement.

### Support for Identified Schools

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

EBIA was not identified for Comprehensive Support and Improvement.

### Monitoring and Evaluating Effectiveness

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

EBIA was not identified for Comprehensive Support and Improvement.

## 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, students, and 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, surveys and individual/group family meetings. It has also evolved as state guidance regarding budget (resources), public health, and program requirements changed. In May, stakeholders began reviewing drafts of the 21-24 LCAP and providing recommendations. EBIA held a public hearing on the LCAP at our board meetings on March 17th and May 19th 2021, and additional parent meetings on May 26 and 27.

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 student 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.

Based on input from our various stakeholder engagement sessions, 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 the 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 the completion of course credit recovery on the 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 the Lower School aftercare program. Blended learning platforms will be used to reinforce skills.

To support these activities, EBIA plans to enhance outdoor learning spaces where small groups and gatherings can occur.

# 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 mis-assignments	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 by cohorts on local assessments in ELA	MAP internal data showing a number of cohorts on average below grade level in math, some also in ELA. Please see appendix 1 for SY 21 winter data.				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.
# of EL teacher mis-assignments	11 in 19-20				0
# of vacant teacher positions	0				0
% of students with access to standards-aligned instructional materials	100%				100%
DUAL enrollment	0				at least 2
CTE Pathway completion	N/A, pathway launch				100% completion
SBAC results in Math compared to district	N/A, Covid				exceeding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC results in English compared to district	N/A, Covid				exceeding
% of students receiving 3 or higher on AP exams	67%				70% or higher
% of graduates accepted into a 4-year college	75%				80% or higher

## 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	No
2	Professional development support for teachers to clear credentialing process	Includes BTSA, mentor coaching, ELD, 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	No
3	Curriculum	Core and blended curriculum	\$40,000.00	No
4	Assessment to track student progress	MAP, AP, SBAC, ELPAC	\$30,000.00	No
5	RTI	Literacy and math ntervention, skill building, credit recovery	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	Yes
12	EL tutoring support		\$50,000.00	Yes
13	Assessment fees: free for unduplicated students		\$30,000.00	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
School culture and climate survey - teachers	school climate positive (67%)				school climate 70% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rates	5.2% Overall, 6.4% African American, 9.2% Hispanic, 10.5% Socioeconomically Disadvantaged, 4.8% Students with Disabilities, 2.2% Two or More Races, 2.5% White.				Decrease high subgroup rates of chronic absenteeism by 20%
Suspension Rates	5% Overall, 11.6% African American, 6.5% Socioeconomically Disadvantaged, 12.1% Students with Disabilities, 2.9% English Learners, 4.4% Hispanic, 2.9% White, 0% Two or More Races				Decrease high subgroup rates of suspension by 20%

## 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

Action #	Title	Description	Total Funds	Contributing
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-based learning opportunities, including one internship
Chromebooks	100% of students will have access to 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

Action #	Title	Description	Total Funds	Contributing
4	CTE instruction	Staffing and equipment	\$55,000.00	No
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
<b>4</b>	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
<b>1</b>	School Information System and School Messenger	Systems to track enrollment and attendance (PowerSchool), communication platform (School Messenger)	\$42,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Attendance outreach and SARB follow-up		\$35,000.00	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.**

## 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
7.25%	378593

**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.

After reviewing our Chronic absenteeism and Suspension Data, EBIA will focus on attendance outreach and SARB follow-up. While this is a school-wide action/service, our outreach will primarily focus on our unduplicated student population based on our 2019 data. Chronic Absenteeism Rates: 5.2% Overall, 6.4% African American, 9.2% Hispanic, 10.5% Socioeconomically Disadvantaged, 4.8% Students with Disabilities, 2.2% Two or More Races, 2.5% White. 5.2% Suspension Rates: 5% Overall, 6.4% African American, 9.2% Hispanic, 10.5% Socioeconomically Disadvantaged, 4.8% Students with Disabilities, 2.2% Two or More Races, 2.5% White. During the pandemic, our teachers developed deeper relationships with our students and their families. We expect to continue this momentum and see positive impacts on chronic absenteeism and suspension rates

The work of our dean of students is also centered around decreasing Chronic Absenteeism and Suspension Rates. The dean is the 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, and coordinating DEI work.

To address the academic achievement gaps in both ELA and Math for our unduplicated students, EBIA provides the following services to support students not meeting or exceeding grade level. While these services are available for all students, they are specifically provided to close the achievement gap: Expanded Learning Summer session, literacy specialist, math specialist, instructional aides, after school academic/tutoring support, mental health support, Literacy and math intervention, and credit recovery.

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

EBIA's mission is 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. To ensure the success of all students at EBIA, additional actions and services are provided specifically for prioritized students.

EBIA provides for free many fee-for-service programs such as after-school care, coverage of assessment/graduation fees, and community events. EBIA has instructional supports dedicated to EL students and devices available to students receiving free/reduced lunch.

### Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,485,363.00	\$914,151.00	\$154,000.00	\$432,000.00	\$4,985,514.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,244,014.00	\$741,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Enhance learning spaces and equipment needed to facilitate return to in-person learning	\$25,000.00			\$30,000.00	\$55,000.00
1	2	All	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	\$50,000.00			\$150,000.00	\$200,000.00
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	Instructional Support *	\$208,256.00				\$208,256.00
1	12	English Learners	EL tutoring support	\$50,000.00				\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	Assessment fees: free for unduplicated students	\$30,000.00				\$30,000.00
2	1	All	Dean of Students	\$200,000.00				\$200,000.00
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
<b>Total:</b>	\$368,256.00	\$963,256.00
<b>LEA-wide Total:</b>	\$30,000.00	\$475,000.00
<b>Limited Total:</b>	\$288,256.00	\$288,256.00
<b>Schoolwide Total:</b>	\$50,000.00	\$200,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	RTI	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$200,000.00
1	9	Expanded learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$360,000.00
1	11	Instructional Support *	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$208,256.00	\$208,256.00
1	12	EL tutoring support	Limited to Unduplicated Student Group(s)	English Learners		\$50,000.00	\$50,000.00
1	13	Assessment fees: free for unduplicated students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
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	
				<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
				Totals:		

# 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.



# Academic Update February 2021



# MAP Achievement Norms by grade

2020 Reading Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	201.16	16.36	209.12	15.88	216.36	16.37
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.15	15.15	214.76	15.88	218.75	16.76
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

# EBIA students in relation to NWEA norms: Grades 6-8

MAP MATH Score Range	6	7	8	TOTAL TESTED
<b>Total Students</b>	<b>67</b>	<b>85</b>	<b>94</b>	<b>246</b>
< 200	14%	7%	4%	
200-209	21%	11%	2%	
210-219	32%	21%	12%	
220-230	29%	33%	20%	
> 230	6%	29%	65%	
<b>NWEA 50th percentile or higher</b>	<b>&gt; 220 = 30%</b>	<b>&gt; 224 = 45%</b>	<b>&gt; 228 = 65%</b>	

MAP READING Score Range	6	7	8	TOTAL TESTED
<b>Total Students</b>	<b>76</b>	<b>92</b>	<b>87</b>	<b>255</b>
< 200	22%	11%	5%	
200-209	14%	19%	7%	
210-219	24%	19%	23%	
220-230	22%	29%	22%	
> 230	17%	25%	44%	
<b>NWEA 50th percentile or higher</b>	<b>&gt; 213 = 59%</b>	<b>&gt; 217 = 57%</b>	<b>&gt; 220 = 63%</b>	

# EBIA students mapped to standards\*: grades 6-8

MATH MAP Alignment with SBAC										
Grade	Met or Exceeded		Not Met	%	Nearly Met	%	Met	%	Exceeded	%
6	13%		100-213	49%	214-226	37%	227-236	10%	237-250	3%
7	28%		100-218	34%	219-232	38%	233-243	18%	244-350	11%
8	45%		100-225	31%	226-239	24%	240-249	29%	250-350	16%

READING Alignment with SBAC										
Grade	Met or Exceeded		Not Met	%	Nearly Met	%	Met	%	Exceeded	%
6	50%		100-203	25%	204-216	25%	217-229	30%	230-250	20%
7	51%		100-207	22%	208-220	27%	221-233	37%	234-250	14%
8	60%		100-210	14%	211-223	26%	224-237	31%	238-250	29%

\* Based on 2017 NWEA mapping study

# Did students below or approaching grade level exhibit growth since fall?

MATH: yes

Grade	Average Growth in RIT (fall to winter)
6	1.82
7	4.69
8	4.7
Total	3.73

READING: no

Grade	Average Growth in RIT (fall to winter)
6	-2.7
7	-2.6
8	-2.6
Total	-2.6

# Grades 6-8 by demographic detail

MATH	Total Tested	Total On/Above Grade Level	Not Met	% of subgroup	Nearly Met	% of subgroup	Met	% of subgroup	Exceeded	% of subgroup
Am Indian/ Alaska Native	1	0%	0	0%	1	100%	0	0%	0	0%
Asian	12	42%	5	42%	2	17%	2	17%	3	25%
Black or African American	60	20%	34	57%	14	23%	8	13%	4	7%
Hispanic	101	24%	36	36%	41	41%	16	16%	8	8%
Two or More Races	23	35%	7	30%	8	35%	4	17%	4	17%
White	46	54%	9	20%	12	26%	18	39%	7	15%

READING	Total Tested	Total On/Above Grade Level	Not Met	% of subgroup	Nearly Met	% of subgroup	Met	% of subgroup	Exceeded	% of subgroup
Am Indian/ Alaska Native	1	100%	0	0%	0	0%	1	100%	0	0%
Asian	18	39%	2	11%	9	50%	1	6%	6	33%
Black or African American	70	39%	20	29%	23	33%	18	26%	9	13%
Hispanic	103	48%	24	23%	30	29%	36	35%	13	13%
Two or More Races	19	74%	3	16%	2	11%	9	47%	5	26%
White	45	80%	3	7%	6	13%	18	40%	18	40%

# EBIA students in relation to NWEA norms and 8th grade mapping: grades 9-12

MAP MATH Average Score Range	9	10	11	12
<b>Total Students</b>	<b>54</b>	<b>64</b>	<b>54</b>	<b>49</b>
<209	10%	10%	9%	4%
210-219	11%	6%	9%	4%
220-229	20%	17%	15%	14%
230-240	24%	20%	20%	12%
> 240	35%	48%	48%	65%
<b>NWEA 50th percentile or higher</b>	<b>60%</b>	<b>63%</b>	<b>57%</b>	<b>76%</b>
<b>8th grade level and above</b>	<b>35%</b>	<b>48%</b>	<b>48%</b>	<b>65%</b>

# EBIA students in relation to NWEA norms and 8th grade mapping: grades 9-12

MAP READING Average Score Range	9	10	11	12
<b>Total Students</b>	<b>50</b>	<b>60</b>	<b>51</b>	<b>49</b>
<209	8%	17%	20%	10%
210-219	20%	17%	12%	12%
220-230	38%	23%	16%	16%
230-240	22%	22%	20%	37%
> 240	12%	25%	35%	24%
<b>NWEA 50th percentile or higher</b>	<b>77%</b>	<b>66%</b>	<b>59%</b>	<b>78%</b>
<b>8th grade level and above</b>	<b>34%</b>	<b>47%</b>	<b>55%</b>	<b>61%</b>



# Similar fall-to-winter growth pattern in grades 9-12

MATH Fall to Winter growth		9	10	11	12
Negative Growth	< 0	37%	27%	28%	20%
0-2 RIT score	0-2	9%	13%	17%	10%
3-6 RIT score	3-6	11%	16%	13%	12%
>6 RIT score	> 6	41%	34%	43%	41%

READING Fall to Winter growth		9	10	11	12
Negative Growth	< 0	60%	65%	69%	59%
0-2 RIT score	0-2	8%	5%	10%	4%
3-6 RIT score	3-6	12%	12%	14%	2%
>6 RIT score	> 6	20%	10%	6%	18%

# Grades 9-12 by demographic detail

<b>MATH</b>	<b>Below 8th</b>	<b>8th grade and above</b>	<b>Total Students</b>
Am Indian/ Alaska Native	100%	0%	1
Asian	47%	53%	15
Black or African American	76%	24%	41
Hispanic	62%	38%	73
Native Hawaiian	67%	33%	3
Two or more races	41%	59%	32
White	25%	75%	56

<b>READING</b>	<b>Below 8th</b>	<b>8th grade and above</b>	<b>Total Students</b>
Am Indian/ Alaska Native	100%	0%	1
Asian	53%	47%	15
Black or African American	67%	33%	33
Hispanic	72%	28%	71
Native Hawaiian	0%	100%	1
Two or more races	42%	58%	31
White	21%	79%	58



## 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><b>Metric/Indicator</b> % of average daily attendance rate</p> <p><b>19-20</b> 95% ADA</p> <p><b>Baseline</b> 95% ADA</p>	<p>95.7% ADA</p>
<p><b>Metric/Indicator</b> Average Teacher Rating will be "Effective" as defined by the CBA</p> <p><b>19-20</b> Average Teacher Rating will be "Effective" as defined by the CBA</p> <p><b>Baseline</b> 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><b>Metric/Indicator</b> % of guardian or parents who demonstrate satisfaction with school on the annual school wide survey.</p> <p><b>19-20</b> 85% of guardian or parents who demonstrate satisfaction with school on the annual school wide survey.</p> <p><b>Baseline</b></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><b>Metric/Indicator</b> % of students demonstrate satisfaction with the school on the annual school wide survey</p> <p><b>19-20</b> 90% of students demonstrate satisfaction with the school on the annual school wide survey.</p> <p><b>Baseline</b> 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><b>Metric/Indicator</b> Color of the Chronic Absentee Indicator on the California Dashboard for all significant subgroups</p> <p><b>19-20</b> "Yellow" or higher for each all significant sub groups of students</p> <p><b>Baseline</b> .</p>	<p>N/A (Covid)</p>
<p><b>Metric/Indicator</b> % of High School Drop out rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 1.8%</p>	<p>4 students for class of 2020 4-year cohort</p>
<p><b>Metric/Indicator</b> % of Middle school drop out rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	<p>0%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Color of the Suspension Indicator on the California Dashboard for all significant subgroups</p> <p><b>19-20</b> "Yellow" or higher for all significant student subgroups</p> <p><b>Baseline</b> "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><b>Metric/Indicator</b> Teacher: SCAI survey score</p> <p><b>19-20</b> Average overall score of 3 or above on SCAI survey please</p> <p><b>Baseline</b> Baseline in 2019-20</p>	<p>N/A Discontinued</p>
<p><b>Metric/Indicator</b> % of completion rate of survey for each stakeholder group (Parent, student, teacher)</p> <p><b>19-20</b> 75%: Student Completion Rate 75%: Teacher Completion Rate 33%: Parent completion Rate</p> <p><b>Baseline</b> 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><b>Metric/Indicator</b> Parent: SCAI survey score</p> <p><b>19-20</b> Average overall score of 3 or above on SCAI survey please</p> <p><b>Baseline</b> Baseline in 2019-20</p>	<p>N/A Discontinued</p>
<p><b>Metric/Indicator</b> Student: SCAI survey score</p> <p><b>19-20</b> Average overall score of 3 or above on SCAI survey please</p> <p><b>Baseline</b> Baseline in 2019-20</p>	<p>N/A Discontinued</p>
<p><b>Metric/Indicator</b> condition of facility that LEA have control over and manage</p> <p><b>19-20</b> facility is deemed in "Good" condition -specifically the elements the LEA has control over and manages</p> <p><b>Baseline</b> facility is deemed in "Good" condition -specifically the elements the LEA has control over and manages</p>	<p>"Good" condition (SARC)</p>
<p><b>Metric/Indicator</b> % of students exhibiting two culminating projects by the end of the school year.</p> <p><b>19-20</b></p>	<p>100% of students completed 2 or more culminating projects in 19-20</p>

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

Expected	Actual
<p><b>Metric/Indicator</b> % of students on track to meet the A-G requirements upon graduation</p> <p><b>19-20</b> 100% of students on track to meet the A-G requirements upon graduation</p> <p><b>Baseline</b> 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><b>Metric/Indicator</b> % of EL students that reclassified each year</p> <p><b>19-20</b> 20% of EL students reclassify each year</p> <p><b>Baseline</b> Baseline 2019-20</p>	<p>0% - no summative ELPAC</p>
<p><b>Metric/Indicator</b> % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)</p> <p><b>19-20</b> 5% growth year over year</p> <p><b>Baseline</b> baseline 2019-20</p>	<p>N/A</p>
<p><b>Metric/Indicator</b> % of students scoring 3 or higher on AP courses</p> <p><b>19-20</b> 5% growth year over year</p> <p><b>Baseline</b> 49%</p>	<p>67%</p>
<p><b>Metric/Indicator</b></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><b>19-20</b>                      Overall = "Yellow",                      EL = "Orange"                      SWD = "Orange"                      African American = "Yellow"                      Hispanic = "Yellow"                      SED = "Yellow"                      Two or More Races = "Green"                      White = "Green"</p> <p><b>Baseline</b>                      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><b>Metric/Indicator</b>                      Color of the Performance Indicator on the California Dashboard for Math for overall performance and each significant subgroup</p> <p><b>19-20</b>                      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><b>Baseline</b> 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><b>Metric/Indicator</b> % of students that demonstrate proficiency or at least one year of growth in math, science, history and ELA on NWEA - MAP</p> <p><b>19-20</b> 3% increase</p> <p><b>Baseline</b> 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"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></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>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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><b>Metric/Indicator</b>                      % of students will be able to describe the principles of design thinking and how they've applied those principles to their work.</p> <p><b>19-20</b>                      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><b>Baseline</b>                      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><b>Metric/Indicator</b>                      % of parents with access to our communication platform - School Messenger</p> <p><b>19-20</b>                      100% of parents with access to our communication platform - School Messenger</p> <p><b>Baseline</b>                      100% of parents with access to our communication platform - School Messenger</p>	<p>98%</p>
<p><b>Metric/Indicator</b></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><b>19-20</b> All students will exhibit two culminating projects by the end of the school year.</p> <p><b>Baseline</b> By the end of the school year, students will have exhibited at least two culminating projects.</p>	
<p><b>Metric/Indicator</b> 85% of students will successfully complete Personalized Learning Plan.</p> <p><b>19-20</b> 85% of students will successfully complete Personalized Learning Plan.</p> <p><b>Baseline</b> 70% of students will successfully complete Personalized Learning Plan.</p>	~85% completed at least one PLP
<p><b>Metric/Indicator</b> % of participation in open house nights - Use attendance sheets at BTSN</p> <p><b>19-20</b> 50%</p> <p><b>Baseline</b> .New Metric, no baseline yet</p>	N/A
<p><b>Metric/Indicator</b> % of written communications will include translations</p> <p><b>19-20</b> 100% of written communications will include translations</p> <p><b>Baseline</b> 100% of written communications will include translations</p>	100% of SchoolMessenger communications are translated
<p><b>Metric/Indicator</b></p>	100%

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

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

### 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
----------	--------

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

### 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](mailto: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.



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	454,095.00	491,730.00
<b>Goal 2</b>	4,444,982.00	4,266,115.00
<b>Goal 3</b>	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

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

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

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

# Coversheet

## East Bay Innovation Academy Program Updates

**Section:** III. Academic Excellence  
**Item:** C. East Bay Innovation Academy Program Updates  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** EBIA Academic Update June 2021.pdf  
DRAFT- EBIA SY 2021-22 Calendar.pdf

# Academic Update

## June 2021



# Agenda

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- Assessments
- Capstone/Intersession
- Celebrations
- Summer Bridge/Phoenix Summer Academy
- Staffing
- Enrollment

# Assessments

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- SBAC/ELPAC completed, results for school and families expected in July
  - In-person
  - Remote
- AP exams through this week



# Capstone - in-person and remote options



# Intersession

- Drumming and ropes activity at lower
- Tie-dye, college essays, magic, hiking, etc at upper



# Celebrations



# Summer Bridge/Phoenix Summer Academy

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- Credit recovery (upper) with support
- In-person instruction in ELA and math by certificated teachers
- Phoenix Summer Academy: for incoming 6th and 9th graders
  - Community building
  - Tech training
  - Academic activities

## East Bay Innovation Academy

### 2021-2022 School Calendar- DRAFT

**July 2021** R-17

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**August 2021** R-21

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**September 2021**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**October 2021** R-20

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**November 2021** R-13

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**December 2021**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**January 2022** R-20

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**February 2022** R-14

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

**March 2022** R-22

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**April 2022** R-15

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**May 2022** R-21

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**June 2022** R-3

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- School Closed: Holiday
- Orientation. Upper School Aug. 9- 13. Lower School Aug. 9-20.
- Orientation for Lower School Aug. 9-20.
- First and Last Day of School
- Intercession , PLP Prep, Capstone Presentations (last week)
- PLP Days. No classes for students. Our personalized learning plans appointments will be scheduled for each EBIA student and their guardians.
- School Closed: Faculty PD
- State (SBAC) and Advanced Placement (AP) testing
- Summer Session for Students



## 2021-2022 CALENDAR OF EVENTS

DATE	EVENT
Jul-5	School Closed-Holiday: July 4th
Jul-6	First Day of Summer Session
Jul-30	Last Day of Summer Session
Aug-2	First Day of Teacher PD
Aug-9	First Day of School
Aug 9-13	Upper School Orientation
Aug 9-20	Lower School Orientation
Aug-TBD	Lower School Back to School Nights
Aug-TBD	Upper School Back to School Nights
Sep-6	School Closed-Holiday: Labor Day
Sep-TBD	PAC (Parent Advisory Council) meeting
Oct-11	School Closed-Holiday: Indigenous Peoples' Day
Nov-1	End of Trimester 1
Nov 1-5	Intersession
Nov-8	Start of Trimester 2
Nov 10 & 12	PLP Days, no classes
Nov-11	School Closed-Holiday: Veterans Day
Nov 22-26	School Closed-Holiday: Fall Recess
Dec-TBD	PAC (Parent Advisory Council) meeting
Dec 20-31	School Closed: Winter Recess
Jan-3	Classes Resume
Jan-17	School Closed-Holiday: Martin L. King Jr. Day
Feb-18	End of Trimester 2
Feb-21	School Closed-Holiday: Presidents Day
Feb 22-25	Intersession
Feb 28- Mar 1	PLP Days, no classes
Mar-2	Start of Trimester 3
Mar- TBD	PAC (Parent Advisory Council) meeting
Apr-1	School Closed: Cesar Chavez Day
Apr 4-8	School Closed-Holiday: Spring Recess
Apr-11	Classes Resume
May- TBD	State & AP Testing
May-30	School Closed-Holiday: Memorial Day
May 31-Jun 2	Capstone Projects, Intersession
Jun-3	8th Grade Promotion
Jun-3	Last Day of School for Students
Jun-3	Upper School Graduation
Jun-6	Staff Closing Day- Last Day for Teachers

KEY	
	School Closed: Holiday
	Orientation. Upper School Aug. 9-13. Lower School Aug. 9-20.
	Orientation. Lower School Aug. 9-20.
	First and Last Day of School
	Intersession (TBD), PLP Prep, Capstone Presentations (last week)
	PLP Days. No classes for students.
	School Closed: Faculty PD
	State (SBAC) and Advanced Placement (AP) testing
	Summer Session
	Start/ End of Trimester

# 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:** Vote  
**Submitted by:**  
**Related Material:** EBIA 21-22 Charters MYP Budget Projection Alt. Form.pdf  
LCFF calculator summary SY 22 budget.pdf

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** East Bay Innovation Academy  
 (name continued)  
**CDS #:** 01-61259-0129932  
**Charter Approving Entity:** Oakland Unified School District  
**County:** Alameda  
**Charter #:** 1620  
**Fiscal Year:** 2021/22

To the entity that approved the charter school:

(  x ) 2021/22 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Charter School Official  
 (Original signature required)  
 Print Name: Michelle Cho Title: Executive Director

To the County Superintendent of Schools:

(  x ) 2021/22 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Authorized Representative of  
 Charter Approving Entity  
 (Original signature required)  
 Print Name: Minh Co Title: Accounting Manager

For additional information on the BUDGET, please contact:

<p><u>For Approving Entity:</u></p> <p><u>Minh Co</u> Name</p> <p><u>Accounting Manager</u> Title</p> <p><u>510-879-0132</u> Telephone</p> <p><u>minh.co@ousd.org</u> E-mail address</p>	<p><u>For Charter School:</u></p> <p><u>Michelle Cho</u> Name</p> <p><u>Executive Director</u> Title</p> <p><u>510-577-9557</u> Telephone</p> <p><u>michelle.cho@eastbayia.org</u> E-mail address</p>
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(   ) 2021/22 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 ACOE District Advisor



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** East Bay Innovation Academy  
 (name continued) \_\_\_\_\_  
**CDS #:** 01-61259-0129932  
**Charter Approving Entity:** Oakland Unified School District  
**County:** Alameda  
**Charter #:** 1620  
**Budgeting Period:** 2021/22

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
1. LCFF Sources					
State Aid - Current Year	8011	3,841,228.15	3,857,856.07		3,857,856.07
Education Protection Account State Aid - Current Year	8012	118,716.00	114,540.00		114,540.00
State Aid - Prior Years	8019	0.00			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,493,209.85	1,628,151.74		1,628,151.74
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		5,453,154.00	5,600,547.81	0.00	5,600,547.81
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	60,445.00		66,925.00	66,925.00
Special Education - Federal	8181, 8182	77,500.00		78,625.00	78,625.00
Child Nutrition - Federal	8220	6,636.17		20,582.10	20,582.10
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	344,135.00		183,940.00	183,940.00
Total, Federal Revenues		488,716.17	0.00	350,072.10	350,072.10
3. Other State Revenues					
Special Education - State	StateRevSE	520,228.75		562,192.54	562,192.54
All Other State Revenues	StateRevAO	637,452.40	405,154.86	252,690.30	657,845.16
Total, Other State Revenues		1,157,681.15	405,154.86	814,882.84	1,220,037.70
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	277,343.08	200,781.93	150,329.00	351,110.93
Total, Local Revenues		277,343.08	200,781.93	150,329.00	351,110.93
5. TOTAL REVENUES					
		7,376,894.40	6,206,484.60	1,315,283.94	7,521,768.53
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,543,543.70	2,142,136.21	606,952.95	2,749,089.16
Certificated Pupil Support Salaries	1200	0.00			0.00
Certificated Supervisors' and Administrators' Salaries	1300	844,040.17	771,597.19	93,520.00	865,117.19
Other Certificated Salaries	1900	0.00			0.00
Total, Certificated Salaries		3,387,583.87	2,913,733.41	700,472.95	3,614,206.35
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	191,305.08	61,840.00	180,560.00	242,400.00
Non-certificated Support Salaries	2200	0.00			0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	106,733.33	123,750.00	1,250.00	125,000.00
Clerical and Office Salaries	2400	234,523.00	250,365.23	20,894.58	271,259.81
Other Non-certificated Salaries	2900	0.00	33,600.00		33,600.00
Total, Non-certificated Salaries		532,561.41	469,555.23	202,704.58	672,259.81

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: East Bay Innovation Academy  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals	Current Budget Year		Total
		Prior Year	Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	547,094.80	456,998.85	121,997.01	578,995.86
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	90,259.91	82,265.01	21,960.85	104,225.87
Health and Welfare Benefits	3401-3402	354,214.51	325,628.39	86,927.33	412,555.72
Unemployment Insurance	3501-3502	22,286.90	16,630.46	4,439.54	21,070.00
Workers' Compensation Insurance	3601-3602	48,368.45	33,832.89	9,031.78	42,864.66
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00		0.00
Other Employee Benefits	3901-3902	9,508.65	11,515.31	3,074.04	14,589.35
Total, Employee Benefits		1,071,733.22	926,870.90	247,430.55	1,174,301.45
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	13,794.00	13,576.20	0.00	13,576.20
Books and Other Reference Materials	4200	3,204.28	3,057.50	0.00	3,057.50
Materials and Supplies	4300	117,130.00	130,740.50	0.00	130,740.50
Noncapitalized Equipment	4400	317,434.00	120,612.08	0.00	120,612.08
Food	4700	19,590.42	38,343.60	23,522.40	61,866.00
Total, Books and Supplies		471,152.70	306,329.88	23,522.40	329,852.28
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	5,000.00	5,100.00	0.00	5,100.00
Dues and Memberships	5300	15,510.81	12,761.03	0.00	12,761.03
Insurance	5400	62,409.00	81,070.00	0.00	81,070.00
Operations and Housekeeping Services	5500	207,000.00	217,920.00	0.00	217,920.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	379,709.93	236,962.08	249,750.00	486,712.08
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services & Operating Expend.	5800	943,158.56	623,262.01	238,214.10	861,476.11
Communications	5900	29,324.06	39,720.00		39,720.00
Total, Services and Other Operating Expenditures		1,642,112.37	1,216,795.11	487,964.10	1,704,759.21
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		7,105,143.57	5,833,284.52	1,662,094.58	7,495,379.10
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		271,750.83	373,200.07	(346,810.64)	26,389.43

Revised 3/6/19

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: East Bay Innovation Academy  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(346,810.64)	346,810.64	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(346,810.64)	346,810.64	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		271,750.83	26,389.43	(0.00)	26,389.43
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	688,225.62	959,974.83		959,974.83
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(1.62)			0.00
c. Adjusted Beginning Balance		688,224.00	959,974.83	0.00	959,974.83
2. Ending Fund Balance, June 30 (E + F.1.c.)		959,974.83	986,364.26	(0.00)	986,364.26
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789		374,768.96		374,768.96
Unassigned / Unappropriated Amount	9790	959,974.83	611,595.31	(0.00)	611,595.31

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

<b>Charter School Name:</b>	East Bay Innovation Academy
(name continued)	
<b>CDS #:</b>	01-61259-0129932
<b>Charter Approving Entity:</b>	Oakland Unified School District
<b>County:</b>	Alameda
<b>Charter #:</b>	1620
<b>Fiscal Year:</b>	2021/22

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
<b>1. LCFF Sources</b>						
State Aid - Current Year	8011	3,857,856.07	0.00	3,857,856.07	4,129,040.30	4,327,949.77
Education Protection Account State Aid - Current Year	8012	114,540.00	0.00	114,540.00	117,300.00	117,240.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,628,151.74	0.00	1,628,151.74	1,667,384.31	1,666,531.43
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		5,600,547.81	0.00	5,600,547.81	5,913,724.61	6,111,721.20
<b>2. Federal Revenues</b>						
Every Student Succeeds Act (Titles I - V)	8290	0.00	66,925.00	66,925.00	66,400.00	69,655.00
Special Education - Federal	8181, 8182	0.00	78,625.00	78,625.00	75,625.00	77,500.00
Child Nutrition - Federal	8220	0.00	20,582.10	20,582.10	21,092.40	21,092.40
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	183,940.00	183,940.00		
Total, Federal Revenues		0.00	350,072.10	350,072.10	163,117.40	168,247.40
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	0.00	562,192.54	562,192.54	573,406.82	575,496.52
All Other State Revenues	StateRevAO	405,154.86	252,690.30	657,845.16	363,496.80	368,833.80
Total, Other State Revenues		405,154.86	814,882.84	1,220,037.70	936,903.62	944,330.32
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	200,781.93	150,329.00	351,110.93	484,291.75	524,147.22
Total, Local Revenues		200,781.93	150,329.00	351,110.93	484,291.75	524,147.22
<b>5. TOTAL REVENUES</b>		<b>6,206,484.60</b>	<b>1,315,283.94</b>	<b>7,521,768.53</b>	<b>7,498,037.38</b>	<b>7,748,446.14</b>
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	2,142,136.21	606,952.95	2,749,089.16	2,555,507.28	2,644,950.03
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	771,597.19	93,520.00	865,117.19	895,396.30	926,735.17
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		2,913,733.41	700,472.95	3,614,206.35	3,450,903.57	3,571,685.20
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	61,840.00	180,560.00	242,400.00	250,884.00	259,664.94
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	123,750.00	1,250.00	125,000.00	129,375.00	133,903.13
Clerical and Office Salaries	2400	250,365.23	20,894.58	271,259.81	241,941.40	250,409.35
Other Non-certificated Salaries	2900	33,600.00	0.00	33,600.00	34,776.00	35,280.00
Total, Non-certificated Salaries		469,555.23	202,704.58	672,259.81	656,976.40	679,257.41

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

Charter School Name: East Bay Innovation Academy  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	456,998.85	121,997.01	578,995.86	624,613.55	646,475.02
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	82,265.01	21,960.85	104,225.87	100,674.80	104,130.63
Health and Welfare Benefits	3401-3402	325,628.39	86,927.33	412,555.72	429,357.99	463,706.63
Unemployment Insurance	3501-3502	16,630.46	4,439.54	21,070.00	19,565.00	19,565.00
Workers' Compensation Insurance	3601-3602	33,832.89	9,031.78	42,864.66	41,078.80	42,509.43
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	11,515.31	3,074.04	14,589.35	13,159.35	13,619.92
Total, Employee Benefits		926,870.90	247,430.55	1,174,301.45	1,228,449.48	1,290,006.63
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	13,576.20	0.00	13,576.20	14,191.06	14,474.88
Books and Other Reference Materials	4200	3,057.50	0.00	3,057.50	3,118.65	3,181.02
Materials and Supplies	4300	130,740.50	0.00	130,740.50	136,661.64	139,394.87
Noncapitalized Equipment	4400	120,612.08	0.00	120,612.08	146,852.32	158,848.81
Food	4700	38,343.60	23,522.40	61,866.00	63,385.20	63,447.62
Total, Books and Supplies		306,329.88	23,522.40	329,852.28	364,208.87	379,347.20
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	5,100.00	0.00	5,100.00	5,202.00	5,306.04
Dues and Memberships	5300	12,761.03	0.00	12,761.03	13,016.25	13,276.57
Insurance	5400	81,070.00	0.00	81,070.00	84,741.60	86,436.43
Operations and Housekeeping Services	5500	217,920.00	0.00	217,920.00	242,400.00	247,248.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	236,962.08	249,750.00	486,712.08	472,152.32	481,595.37
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	623,262.01	238,214.10	861,476.11	935,071.55	903,614.18
Communications	5900	39,720.00	0.00	39,720.00	40,514.40	41,324.69
Total, Services and Other Operating Expenditures		1,216,795.11	487,964.10	1,704,759.21	1,793,098.11	1,778,801.28
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		5,833,284.52	1,662,094.58	7,495,379.10	7,493,636.43	7,699,097.73
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		373,200.07	(346,810.64)	26,389.43	4,400.95	49,348.42

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

Charter School Name: East Bay Innovation Academy  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(346,810.64)	346,810.64	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(346,810.64)	346,810.64	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>						
		26,389.43	(0.00)	26,389.43	4,400.95	49,348.42
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	959,974.83	0.00	959,974.83	986,364.26	990,765.21
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		959,974.83	0.00	959,974.83	986,364.26	990,765.21
2. Ending Fund Balance, June 30 (E + F.1.c.)		986,364.26	(0.00)	986,364.26	990,765.21	1,040,113.63
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted						
	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	374,768.96	0.00	374,768.96	374,681.82	384,954.89
Undesignated / Unappropriated Amount	9790	611,595.31	(0.00)	611,595.31	616,083.39	655,158.74

Summary Tab

East Bay Innovation Academy (129932) - SY 22 budget	5/31/2021					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>SUMMARY OF FUNDING</b>						
<b>General Assumptions</b>						
COLA & Augmentation	3.70%	3.26%	0.00%	5.07%	2.48%	3.11%
Base Grant Proration Factor	-	-	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	-	0.00%	0.00%	0.00%	0.00%
<b>LCFF Entitlement</b>						
Base Grant	\$4,370,432	\$5,057,775	\$5,101,232	\$5,157,951	\$5,428,760	\$5,608,112
Grade Span Adjustment	44,626	58,809	61,212	64,031	70,391	75,051
Supplemental Grant	228,259	301,674	342,684	378,593	414,635	428,737
Concentration Grant	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$4,643,317</b>	<b>\$5,418,258</b>	<b>\$5,505,128</b>	<b>\$5,600,575</b>	<b>\$5,913,786</b>	<b>\$6,111,900</b>
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
<b>Total LCFF Entitlement</b>	<b>4,643,317</b>	<b>5,418,258</b>	<b>5,505,128</b>	<b>5,600,575</b>	<b>5,913,786</b>	<b>6,111,900</b>
<b>LCFF Entitlement Per ADA</b>	<b>\$ 8,703</b>	<b>\$ 9,128</b>	<b>\$ 9,226</b>	<b>\$ 9,779</b>	<b>\$ 10,083</b>	<b>\$ 10,426</b>
<b>Components of LCFF By Object Code</b>						
State Aid (Object Code 8011)	\$ 3,207,288	\$ 3,681,953	\$ 3,689,406	\$ 3,857,883	\$ 4,129,102	\$ 4,328,129
EPA (for LCFF Calculation purposes)	\$ 106,712	\$ 118,716	\$ 119,340	\$ 114,540	\$ 117,300	\$ 117,240
<i>Local Revenue Sources:</i>						
Property Taxes (Object Code 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	1,329,317	1,617,589	1,696,382	1,628,152	1,667,384	1,666,531
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL FUNDING</b>	<b>4,643,317</b>	<b>5,418,258</b>	<b>5,505,128</b>	<b>5,600,575</b>	<b>5,913,786</b>	<b>6,111,900</b>
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total LCFF Entitlement</b>	<b>4,643,317</b>	<b>5,418,258</b>	<b>5,505,128</b>	<b>5,600,575</b>	<b>5,913,786</b>	<b>6,111,900</b>
<b>SUMMARY OF EPA</b>						
% of Adjusted Revenue Limit - Annual	30.74345708%	16.13801139%	37.69258175%	37.69000000%	37.69000000%	37.69000000%
% of Adjusted Revenue Limit - P-2	30.50770954%	16.08698870%	37.69258175%	37.69000000%	37.69000000%	37.69000000%
EPA (for LCFF Calculation purposes)	\$ 106,712	\$ 118,716	\$ 119,340	\$ 114,540	\$ 117,300	\$ 117,240
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 106,720	\$ 118,716	\$ 119,340	\$ 114,540	\$ 117,300	\$ 117,240
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ 196.00	\$ (8.00)	\$ -	\$ -	\$ -	\$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-

Summary Tab

East Bay Innovation Academy (129932) - SY 22 budget						5/31/2021	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
<b>LCAP Percentage to Increase or Improve Services</b>							
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 4,415,058	\$ 5,116,584	\$ 5,162,444	\$ 5,221,982	\$ 5,499,151	\$ 5,683,163	
Supplemental and Concentration Grant funding in the LCAP year	\$ 228,259	\$ 301,674	\$ 342,684	\$ 378,593	\$ 414,635	\$ 428,737	
Percentage to Increase or Improve Services	5.17%	5.90%	6.64%	7.25%	7.54%	7.54%	
<b>SUMMARY OF STUDENT POPULATION</b>							
<b>Unduplicated Pupil Population</b>							
Enrollment	562	620	629	605	620	620	
COE Enrollment	-	-	-	-	-	-	
<b>Total Enrollment</b>	<b>562</b>	<b>620</b>	<b>629</b>	<b>605</b>	<b>620</b>	<b>620</b>	
Unduplicated Pupil Count	157	207	237	228	234	234	
COE Unduplicated Pupil Count	-	-	-	-	-	-	
<b>Total Unduplicated Pupil Count</b>	<b>157</b>	<b>207</b>	<b>237</b>	<b>228</b>	<b>234</b>	<b>234</b>	
Rolling %, Supplemental Grant	25.8500%	29.4800%	33.1900%	36.2500%	37.7000%	37.7200%	
Rolling %, Concentration Grant	25.8500%	29.4800%	33.1900%	36.2500%	37.7000%	37.7200%	



Summary Tab

East Bay Innovation Academy (129932) - SY 22 budget						5/31/2021	
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
<b>SUMMARY OF LCFF ADA</b>							
<b>Prior Year ADA for the Hold Harmless - ( net of current year charter shift)</b>							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
<b>LCFF Subtotal</b>	-	-	-	-	-	-	
NSS	-	-	-	-	-	-	
<b>Combined Subtotal</b>	-	-	-	-	-	-	
<b>Current Year ADA</b>							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	107.99	129.63	105.10	96.00	105.60	105.60	
Grades 7-8	235.67	221.94	239.70	225.60	211.20	201.60	
Grades 9-12	189.90	242.01	251.90	251.10	269.70	279.00	
<b>LCFF Subtotal</b>	<b>533.56</b>	<b>593.58</b>	<b>596.70</b>	<b>572.70</b>	<b>586.50</b>	<b>586.20</b>	
NSS	-	-	-	-	-	-	
<b>Combined Subtotal</b>	<b>533.56</b>	<b>593.58</b>	<b>596.70</b>	<b>572.70</b>	<b>586.50</b>	<b>586.20</b>	
<b>Change in LCFF ADA (excludes NSS ADA)</b>	<b>533.56</b>	<b>593.58</b>	<b>596.70</b>	<b>572.70</b>	<b>586.50</b>	<b>586.20</b>	
	Increase	Increase	Increase	Increase	Increase	Increase	
<b>Funded LCFF ADA for the Hold Harmless</b>							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	107.99	129.63	105.10	96.00	105.60	105.60	
Grades 7-8	235.67	221.94	239.70	225.60	211.20	201.60	
Grades 9-12	189.90	242.01	251.90	251.10	269.70	279.00	
<b>Subtotal</b>	<b>533.56</b>	<b>593.58</b>	<b>596.70</b>	<b>572.70</b>	<b>586.50</b>	<b>586.20</b>	
	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	
<b>Funded NSS ADA</b>							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
<b>Subtotal</b>	-	-	-	-	-	-	
	Prior	Prior	Prior	Prior	Prior	Prior	
<b>NPS, CDS, &amp; COE Operated</b>							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
<b>Subtotal</b>	-	-	-	-	-	-	
<b>ACTUAL ADA (Current Year Only)</b>							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	107.99	129.63	105.10	96.00	105.60	105.60	
Grades 7-8	235.67	221.94	239.70	225.60	211.20	201.60	
Grades 9-12	189.90	242.01	251.90	251.10	269.70	279.00	
<b>Total Actual ADA</b>	<b>533.56</b>	<b>593.58</b>	<b>596.70</b>	<b>572.70</b>	<b>586.50</b>	<b>586.20</b>	
<b>TOTAL FUNDED ADA</b>							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	107.99	129.63	105.10	96.00	105.60	105.60	
Grades 7-8	235.67	221.94	239.70	225.60	211.20	201.60	
Grades 9-12	189.90	242.01	251.90	251.10	269.70	279.00	
<b>Total</b>	<b>533.56</b>	<b>593.58</b>	<b>596.70</b>	<b>572.70</b>	<b>586.50</b>	<b>586.20</b>	
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	