



East Bay Innovation Academy

Board Meeting

Date and Time

Monday June 13, 2022 at 8:00 PM PDT

Location

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

DUE TO Approval of Board Findings Relating to Teleconference Meetings During State of Emergency - 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 13, 2022 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/96260768475?pwd=a0lUT0M5K2JFdFZpRHJQUUlyZlA0UT09>

Meeting ID: 962 6076 8475

Passcode: 951257

One tap mobile

+16699009128,,96260768475# US (San Jose)

+13462487799,,96260768475# US (Houston)

Dial by your location

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+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 962 6076 8475

Find your local number: <https://zoom.us/u/aA3Fzeka3>

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 PM
Opening Items			
A. Record Attendance and Guests		Rochelle Benning	1 m
B. Call the Meeting to Order		Rochelle Benning	1 m
C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency	Vote	Rochelle Benning	1 m
Board findings pursuant to Government Code Section 54953(e)			
<p>The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.</p>			
D. Approve Minutes from 4/20/2022 East Bay Innovation Academy Board Meeting	Approve Minutes	Rochelle Benning	1 m
E. Approve Minutes from 5/25/2022 East Bay Innovation Academy Special Board Meeting	Approve Minutes	Rochelle Benning	1 m
F. Approve Minutes from 5/25/2022 East Bay Innovation Academy Board Meeting	Approve Minutes	Rochelle Benning	1 m
G. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)		Rochelle Benning	15 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
II. Governance			8:21 PM
Governance			
A. Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Rochelle Benning	5 m
Consent Agenda Items:			
<ul style="list-style-type: none"> - May check register - Lina's Janitorial Services contract for SY 22-23 - SY 22-23 EPA Resolution and Spending Plan - Chartersafe liability and workers comp insurance SY 22-23 - Contract between EBIA and Hawk Circle - Contract between EBIA and S3DX 			
III. Academic Excellence			8:26 PM
Academic Excellence			

	Purpose	Presenter	Time
A. Local Control Accountability Plan Review and Approval - SY 22-23 Local Control Accountability Plan	Vote	Michelle Cho	15 m
IV. Finance and Development			8:41 PM
Finance			
A. SY 23 budget review and approval	Vote	Michelle Cho	5 m
V. Other Business			8:46 PM
A. Confirm Board Meeting Dates through 2021 -2022 School Year	Discuss	Rochelle Benning	1 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?			
July	2022 Summer Break		
August	8:00PM Wednesday, 8/17/2022		
September	8:00PM Wednesday, 9/21/2022		
October	8:00PM Wednesday, 10/19/2022		
November	8:00PM Wednesday, 11/16/2022		
December	2022 Winter Break		
January	8:00PM Wednesday, 1/18/2023		
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			
VI. Closing Items			8:57 PM
A. Adjourn Meeting	Vote	Rochelle Benning	1 m

Cover Sheet

Approve Minutes from 4/20/2022 East Bay Innovation Academy Board Meeting

Section: I. Opening Items
Item: D. Approve Minutes from 4/20/2022 East Bay Innovation
Academy Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 20, 2022

DRAFT



East Bay Innovation Academy

Minutes

Board Meeting

Date and Time

Wednesday April 20, 2022 at 8:00 PM

Location

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

DUE TO Approval of Board Findings Relating to Teleconference Meetings During State of Emergency - 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: Apr 20, 2022 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/99094629781?pwd=OTd1MmxQWS8zd2JGeFo2aFFnYmhCdz09>

Meeting ID: 990 9462 9781

Passcode: 606793

One tap mobile

+16699009128,,99094629781# US (San Jose)

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Dial by your location

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+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 990 9462 9781

Find your local number: <https://zoom.us/u/aB2POc1lv>

Directors Present

Brad Edgar, Jennifer Afdahl Rice (remote), Kelly Garcia (remote), Rochelle Benning (remote)

Directors Absent

Ken Berrick

Guests Present

Michelle Cho (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Rochelle Benning called a meeting of the board of directors of East Bay Innovation Academy to order on Wednesday Apr 20, 2022 at 8:05 PM.

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

Jennifer Afdahl Rice made a motion to approve the board findings related to teleconferencing meetings during state of the emergency.
Rochelle Benning seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Kelly Garcia	Aye
Rochelle Benning	Aye
Ken Berrick	Absent
Brad Edgar	Absent
Jennifer Afdahl Rice	Aye

D. Approve Minutes from 2/28/2022 Last East Bay Innovation Academy Board Meeting

Kelly Garcia made a motion to approve the minutes from Board Meeting on 02-28-22.
Rochelle Benning seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jennifer Afdahl Rice	Aye
Rochelle Benning	Aye
Ken Berrick	Absent
Brad Edgar	Absent
Kelly Garcia	Aye

E. Approve Minutes from 3/16/2022 East Bay Innovation Academy Board Meeting

Moved to May board meeting.

F.

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

No members of the public are present.

II. Governance

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

Jennifer Afdahl Rice made a motion to approve the EBIA consent agenda items.
Rochelle Benning seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Brad Edgar	Aye
Ken Berrick	Absent
Rochelle Benning	Aye
Jennifer Afdahl Rice	Aye
Kelly Garcia	Aye

III. Academic Excellence

A. Covid-19 Update

Michelle shared a masking mandate update. For specifics please see board packet.

B. College and Career Readiness Update

Ms. Morton presented information regarding college and career updates for the upper school. For more specifics please see the board packet.
Rochelle Benning made a motion to approve the temporary COVID 19 adjusted high school graduation plan.
Kelly Garcia seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Rochelle Benning	Aye
Ken Berrick	Absent
Kelly Garcia	Aye
Jennifer Afdahl Rice	Aye
Brad Edgar	Aye

C. Appeal of a challenge to the contents of a student record - Assignment of Neutral Adjudicator

Rochelle Benning made a motion to use a neutral party to adjudicate the appeal of a challenge to the contents of a student record.
Kelly Garcia seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Brad Edgar	Aye
Rochelle Benning	Aye
Jennifer Afdahl Rice	Aye
Kelly Garcia	Aye
Ken Berrick	Absent

IV. Finance and Development

A.

Draft Schoolyear 2022-23 budget highlights

Michelle presented a financial update. For specifics please see board packet.

V. Facility

A. East Bay Innovation Academy Monthly Facility Update

Michelle shared a facility update. For specifics please see board packet.

VI. Other Business

A. Confirm Board Meeting Dates through 2021 -2022 School Year

Shelley shared an update regarding board meeting dates.

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

No members of the public.

VII. Closing Items

A. Adjourn Meeting

Brad Edgar made a motion to adjourn the meeting.

Rochelle Benning seconded the motion.

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

Roll Call

Rochelle Benning Aye

Brad Edgar Aye

Ken Berrick Absent

Kelly Garcia Aye

Jennifer Afdahl Rice Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:52 PM.

Respectfully Submitted,

Kelly Garcia

Cover Sheet

Approve Minutes from 5/25/2022 East Bay Innovation Academy Special Board Meeting

Section: I. Opening Items
Item: E. Approve Minutes from 5/25/2022 East Bay Innovation Academy Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Board Meeting - EBIA Board on May 25, 2022

DRAFT



East Bay Innovation Academy

Minutes

Special Board Meeting - EBIA Board

Special Board Meeting - EBIA Board

Date and Time

Wednesday May 25, 2022 at 7:00 PM

Location

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

DUE TO Approval of Board Findings Relating to Teleconference Meetings During State of Emergency - 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: Special Board Meeting

Time: May 25, 2022 07:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/92238055152?pwd=L2lFYkVnYW1TTFVOMGNRY3hBaERPZz09>

Meeting ID: 922 3805 5152

Passcode: 104422

One tap mobile

+16699009128,,92238055152# US (San Jose)

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Dial by your location

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+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 922 3805 5152

Find your local number: <https://zoom.us/u/aeb1we5Cd>

Directors Present

Brad Edgar (remote), Jennifer Afdahl Rice (remote), Kelly Garcia (remote), Rochelle Benning (remote)

Directors Absent

Ken Berrick

Guests Present

jennastauffer1740@gmail.com

I. Opening Items

A. Record 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 25, 2022 at 7:04 PM.

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

Jennifer Afdahl Rice made a motion to approve the board findings related to teleconference meetings during state of emergency.

Kelly Garcia seconded the motion.

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

Roll Call

Kelly Garcia	Aye
Brad Edgar	Absent
Jennifer Afdahl Rice	Aye
Rochelle Benning	Aye
Ken Berrick	Absent

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

No members of the public wish to speak

E. Adjourn Public Session

Rochelle Benning made a motion to adjourn the public session.

Kelly Garcia seconded the motion.

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

Roll Call

Kelly Garcia	Aye
Brad Edgar	Absent
Jennifer Afdahl Rice	Aye
Rochelle Benning	Aye
Ken Berrick	Absent

II. Public Employment - Government Code Section 54957

A.

Open Closed Session

Shelley opened up the closed session.

Kelly Garcia made a motion to have the board give the board chair power and responsibility to negotiate and finalize leadership for the 22-23 school year.

Jennifer Afdahl Rice seconded the motion.

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

Roll Call

Rochelle Benning	Aye
Ken Berrick	Absent
Brad Edgar	Aye
Jennifer Afdahl Rice	Aye
Kelly Garcia	Aye

B. Closed Session: Public Employment - Government Code Section 54957

C. Adjourn Closed Session and Move to Public Session

Brad Edgar made a motion to adjourn.

Jennifer Afdahl Rice seconded the motion.

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

Roll Call

Brad Edgar	Aye
Rochelle Benning	Aye
Ken Berrick	Absent
Kelly Garcia	Aye
Jennifer Afdahl Rice	Aye

III. Closing Items

A. Open Public Session

B. Report out actions taken during closed session

Shelley shared the actions taken out of closed session.

C. Public Comment (on any Agenda or Non Agenda Items)

No members of the public present.

D. Adjourn Meeting

Rochelle Benning made a motion to adjourn the meeting.

Brad Edgar seconded the motion.

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

Roll Call

Brad Edgar	Aye
Ken Berrick	Absent
Rochelle Benning	Aye
Kelly Garcia	Aye
Jennifer Afdahl Rice	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:50 PM.

Respectfully Submitted,
Rochelle Benning

Cover Sheet

Approve Minutes from 5/25/2022 East Bay Innovation Academy Board Meeting

Section: I. Opening Items
Item: F. Approve Minutes from 5/25/2022 East Bay Innovation
Academy Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 25, 2022



East Bay Innovation Academy

Minutes

Board Meeting

Date and Time

Wednesday May 25, 2022 at 8:00 PM

Location

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

DUE TO Approval of Board Findings Relating to Teleconference Meetings During State of Emergency - this meeting will be held online using Zoom ONLY. Please join us!!!

Zoom:

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

Topic: Board Meeting

Time: May 25, 2022 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/99069483172?pwd=ckZhNWpLWkMya292eGpCcTZQdjlOZz09>

Meeting ID: 990 6948 3172

Passcode: 921948

One tap mobile

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+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 990 6948 3172

Find your local number: <https://zoom.us/u/a6B5piKuW>

Directors Present

Brad Edgar (remote), Jennifer Afdahl Rice (remote), Kelly Garcia (remote), Rochelle Benning (remote)

Directors Absent

Ken Berrick

I. Opening Items

A. Record 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 25, 2022 at 8:07 PM.

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

Brad Edgar made a motion to approve the board findings related to teleconference meetings during state of the emergency.

Jennifer Afdahl Rice seconded the motion.

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

Roll Call

Rochelle Benning	Aye
Kelly Garcia	Aye
Ken Berrick	Absent
Jennifer Afdahl Rice	Aye
Brad Edgar	Aye

D. Approve Minutes from 3/16/2022 Last East Bay Innovation Academy Board Meeting

Rochelle Benning made a motion to approve the minutes from Board Meeting on 03-16-22.

Brad Edgar seconded the motion.

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

Roll Call

Ken Berrick	Absent
Jennifer Afdahl Rice	Abstain
Kelly Garcia	Aye
Rochelle Benning	Aye
Brad Edgar	Aye

E. Approve Minutes from 4/20/2022 East Bay Innovation Academy Board Meeting

F. Approve Minutes from 4/25/2022 East Bay Innovation Academy Board Meeting

Rochelle Benning made a motion to approve the minutes from Special Board Meeting of East Bay Innovation Academy on 04-25-22.

Kelly Garcia seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Brad Edgar	Aye
Jennifer Afdahl Rice	Abstain
Ken Berrick	Absent
Kelly Garcia	Aye
Rochelle Benning	Aye

G. Approve Minutes from 4/26/2022 East Bay Innovation Academy Board Meeting

Rochelle Benning made a motion to approve the minutes from Special Board Meeting of East Bay Innovation Academy on 04-26-22.
Jennifer Afdahl Rice seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jennifer Afdahl Rice	Aye
Ken Berrick	Absent
Kelly Garcia	Aye
Brad Edgar	Aye
Rochelle Benning	Aye

H. Approve Minutes from 4/28/2022 East Bay Innovation Academy Board Meeting

Rochelle Benning made a motion to approve the minutes from East Bay Innovation Academy Board Meeting on 04-28-22.
Jennifer Afdahl Rice seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Ken Berrick	Absent
Jennifer Afdahl Rice	Aye
Brad Edgar	Aye
Rochelle Benning	Aye
Kelly Garcia	Abstain

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

No members of the public were present.

II. Governance

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

Shelley presented the consent agenda items. For specific details please see baord packet.
Rochelle Benning made a motion to approve the consent agenda.
Brad Edgar seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Ken Berrick	Absent
Rochelle Benning	Aye
Brad Edgar	Aye
Jennifer Afdahl Rice	Aye

Roll Call

Kelly Garcia Aye

III. Academic Excellence

A. Culture and Climate Update

Michelle presented an academic update related to culture and climate. For specifics please see board packet.

B. Draft LCAP Update

Michelle presented a draft LCAP. For specifics please see board packet.

IV. Finance and Development

A. April financials update

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

B. Draft School Year 2022-23 budget highlights

Michelle presented a draft of the budget for school year 2022-23. For specifics please see the board packet.

V. Facility

A. East Bay Innovation Academy Monthly Facility Update

Michelle shared a facility update for SY 23.

Rochelle Benning made a motion to allow the ED to finalize the lease agreement between GGA and EBIA for the 22-23 school year.

Jennifer Afdahl Rice seconded the motion.

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

Roll Call

Jennifer Afdahl Rice Aye

Brad Edgar Aye

Rochelle Benning Aye

Kelly Garcia Aye

Ken Berrick Absent

VI. Other Business

A. Confirm Board Meeting Dates through 2021 -2022 School Year

The board approves June 13th as the next board meeting.

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

No members of the public are present.

VII. Closing Items

A. Adjourn Meeting

Rochelle Benning made a motion to adjourn the meeting.

Kelly Garcia seconded the motion.

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

Roll Call

Kelly Garcia	Aye
Jennifer Afdahl Rice	Aye
Brad Edgar	Aye
Ken Berrick	Absent
Rochelle Benning	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:59 PM.

Respectfully Submitted,
Kelly Garcia

Cover Sheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section: II. Governance
Item: A. Review and Approve East Bay Innovation Academy Consent
Agenda Items
Purpose: Vote
Submitted by:
Related Material:
EBIA Board Check Register - May 2022.pdf
EBIA 2022-2023 Executable Contract Agreement_Lina Janitorial.pdf
EBIA 2022-23 EPA resolution.pdf
EBIA_EPA Spending Plan_2022-23.pdf
East Bay Innovation Academy.10867.CharterSAFEProposal2223.05-27-2022.pdf
Contract between EBIA and Hawk Circle.docx.pdf
Contract between EBIA and s3dx.docx.pdf



Combined Board Check Register
School: East Bay Innovation Academy (EBIA)
Month: May 2022

Total Paid By Check: \$ 139,436.29
Total Paid By Credit Card: \$ -

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	7485	La Cheim School, Inc	5/13/2022	Bill #JWDEC2020 Transp--Past Due: Round Trip Transportation December Bill #JWDEC2020--W Counseling and		7299
Check	7486	isolved Benefit Services	5/13/2022	Bill #116248161--FBA Monthly Admin Services 11/1/21 - 11/30/21 Bill #117623941--FBA Monthly Admin Service		140
Check	7487	Vision Service Plan - (CA)	5/13/2022	Bill #814461026--Vison Plan March 2022 Bill #814687721--Vison Plan April 2022		1039.16
Check	7488	Office Depot	5/13/2022	Bill #229745986001--Tax Forms Bill #240827285001--Qty 3cases Copy Paper; 2pk RubberBands; 3bx Pushpins.		194.88
Check	7489	ChildCare Careers, LLC	5/13/2022	Bill #523864--Lower School Substatute 4/19 Bill #522228--Upper School Substatute 4/15		519.35
Check	7490	Jesus Mora	5/13/2022	Bill #109--Material and labor for bathroom Graffitn clean up		89.84
Check	7491	CFI	5/13/2022	Bill #19307--4x printer toner ink; Toner Collection kit		589.84
Check	7492	Law Offices of Young, Minney & Corr, LLP	5/13/2022	Bill #76507--Legal Service through 4/30/22 (credit of \$649.33)		2269.07
Check	7493	Kaiser Foundation Health Plan	5/13/2022	Bill #JUNE2022--June 2022 Medical Health		28791.93
Check	7494	Boonli	5/20/2022	Bill #11802--Monthly Minimum Fee - November (Minus Processing Fee paid 3.00) Bill #12087--Monthly Minimum f		1046.7
Check	7495	The Phillips Academy	5/20/2022	Bill #20212022.242--Qty 16 Tuition April 2022 - EC		4537.59
Check	7496	Revolution Foods, Inc.	5/20/2022	Bill #457174.A--Food Service for March 2022-Replacement check for Ck#7459		9108.18
Check	7497	AALRR Attorneys at Law	5/20/2022	Bill #650721--General Special Education Legal Service April 2022 Raimi Dawson Strebler_SPED		7946.45
Check	7498	ChildCare Careers, LLC	5/20/2022	Bill #526982--LS Substitute Qty 2 coverage on 5/2 Bill #525605--Upper School Sub coverage 4/26-4/28		1065.34
Check	7499	The College Board	5/20/2022	Bill #ES00114743--SAT School Day Exam (11th grade)		1595
Check	7500	Edgility Consulting	5/20/2022	Bill #2084--Consulting Fee for Talent Management Planning		16250
Check	7501	Kim Frankel	5/20/2022	Bill #10--Consulting Hours May Qty 10 Bill #09--Consulting Hours April Qty 11.5		2150
Check	7502	Swing Education	5/20/2022	Bill #INV00442536--Upper School Substitute 4/9/22 - 4/15/22		223
Check	7503	Santa Cruz Beach Boardwalk, Group Sales	5/20/2022	Bill #051922--74 No prtn Group discount wristbands for rides 11th grade Intersession field trip 06/02/22		2715.62
Check	7504	Sarah Blair	5/20/2022	Bill #51322--Class project Plate Tectonics Lab - frosting graham crackers wax paper; Aquaponics: aquarium<		392.01
Check	7505	Christine Ashley	5/20/2022	Bill #21722--Pizza Party for 6th grade for CB Manager Appriciation		137.64
Check	7506	AT&T	5/20/2022	Bill #18054962--#2435 Internet Services 03/13/22 - 04/12/22		687.39
Check	7507	Cogent Solutions & Supplies	5/20/2022	Bill #1539215--Back ordered remaining Qty 7 Straight Up Neutral cleaner 4 Bill #1537451--Janitorial StraightUp N		525.68
Check	7508	First Student Inc	5/20/2022	Bill #80526411--Bus for Dave and Buster trip on 5/26/22		914.97
Check	7509	Alameda County Office of Education	5/20/2022	Bill #INV2200548--3rd Qtr STRS Processing Fee FY21-22		354
Check	7510	RingCentral Inc.	5/20/2022	Bill #393909--Phone Services 4/29/22 - 5/28/22		681.93
Check	7511	HopSkipDrive, Inc	5/20/2022	Bill #8656--Qty 29 completed trips Qty 5 canceled trips 4/1/22- 4/30/22		1461.42
Check	7512	Anna Halat	5/20/2022	Bill #003--Invoice #3of 3: Development and creation of 2 project based learning projects including slide decks woi		5000
Check	7513	EBMUD	5/20/2022	Bill #051622--Marshall Water Service 03/10/22 - 05/10/22		1640
Check	7514	CoPower	5/20/2022	Bill #2171594--Dental Plan June 2022		3228.67
Check	7515	PG&E	5/20/2022	Bill #051722--Gas and Electric 4/12/22 - 5/10/22		4170.69
Check	7516	East Bay Speech Pathology, Inc.	5/26/2022	Bill #1548.a--Speech & Language Pathology services (Reissued check 7144) Bill #1711--Speech & Language Pa		7878
Check	7517	Ready Refresh	5/26/2022	Bill #02D0035832435--Mountain drinking water 03/27/22 - 04/26/22		88.45
Check	7518	Waste Management	5/26/2022	Bill #399525622169--Marshall Elementary May 2022		1458.99
Check	7519	Vision Service Plan - (CA)	5/26/2022	Bill #815193806--Vison Plan June 2022		494.14
Check	7520	Rodolfo Ornelas	5/26/2022	Bill #042122--Padlock and key copies qty 5		74.35

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	7521	Diane Waite	5/26/2022	Bill #050422--Literature book One Hundred year of Solitude Qty 2; Bless Me Ultima qty 3		50.52
Check	7522	Lina's Janitorial Services	5/26/2022	Bill #40--Janitorial Service for US & LS 5/1/22 - 5/31/22		10000
Check	7523	Document Tracking Services	5/26/2022	Bill #9460506--Document Tracking Services (5/15/22-5/15/23)		395
Check	7524	EdTec	5/26/2022	Bill #24275--Monthly Data and Back Office Service - May 2022		6625
Check	7525	Waste Management Of Alameda County	5/26/2022	Bill #277468822162--Ops Charter June 2022		643.52
Check	7526	Herff Jones, Inc.	5/26/2022	Bill #2812945--Graduate Black Classkeeper Gown Cap & Nile Peacock tassel Qty 58; Gold W/Black Salutatorian		1967.97
Check	7527	BoardOnTrack, Inc.	5/26/2022	Bill #202112148--BoardOnTrack Membership for the term 07/01/2022 through 06/30/23		2995

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

Independent Contract Agreement

This agreement, entered into as of (06/23/20) made between, ***East Bay Innovation Academy (Client)***, with a principal place of business at 3400 Malcolm Ave Oakland, CA 94605, and ***Lina's Janitorial Services (Contractor)***, with a principal business address at 1825 E 19th Street Oakland, CA 94606.

I. Terms and Conditions of Agreement

This agreement will become effective when signed by both parties and will terminate upon giving a 30 day notice prior to :

1. The date Contractor completes the services required by this agreement
2. June 2022
3. The termination of the source of revenue funding the Contractor's work
4. The date a party terminates the Agreement as provided below

II. Services to be Performed

The contractor agrees to perform and administer the consulting services describes in Exhibit A attached to this agreement.

III. Payment

In consideration for the services to be performed by the Contractor, the Client agrees to pay the Contractor at the rate specified in Exhibit A according to terms of payment set forth below.

IV. Expenses

The Client will pay for all janitorial supplies and materials as needed. The Contractor will be responsible for ordering supplies and materials. All supplies and materials will be ordered only on a need basis through Starline Supply via EBIA's account.

V. Materials

The Contractor will furnish all other equipment used to provide the services required by this agreement.

VI. Terms of Payment

The Contractor shall invoice the Client on a monthly basis for all hours worked pursuant to this agreement during the preceding month. Invoices shall be submitted on the Contractor's letterhead specifying an invoice period. The Client shall pay the Contractor's fee within 10 business days after receiving the Contractor's invoice.

VII. Independent Contractor Status

The Contractor is an independent contractor, and neither the Contractor, the contractor's employees or contract personnel are, or shall be deemed, the Client's employees. In its capacity as an independent contractor, the Contractor agrees and represents, and the Client agrees, as follows.

1. The Contractor has the right to perform services for others during the term of this agreement
2. The Contractor has the sole right to control and direct the means, manner, and method by which the service required by this agreement will be performed
3. The Contractor has the right to hire assistants as subcontractors, or to use employees to provide the services required by the agreement
4. The services required by this agreement shall be performed by the Contractor, or the contractor's employees or contract personnel, and the client shall not hire, supervise or pay any assistance to help the contractor

5. Neither the Contractor or contractor's employees or contract personnel shall receive any training from the client in the professional skills necessary to perform the services required by this agreement.
6. Neither the Contractor or contractor's employees or contract personnel shall be required by the Client to devote full time to the performance of the services required by this agreement

VIII. Permits and Licensing

The Contractor has complied with all federal, state, and local laws required business permits, certificates, and licenses required to carry out the services to be performed under this agreement. State and Federal Taxes.

IX. State and Federal Taxes

The Client will not:

1. Withhold FICA (Social Security and Medicare taxes) from the Contractor's payments or make FICA payments on the Contractor's behalf
2. Make state and federal income tax from the Contractor's payment. The Contractor shall pay all taxes incurring while performing services under this agreement. This includes all applicable income taxes and, if Contractor is not a corporation, self-employment (social security) taxes. Upon demand, the Contractor shall provide the Client with proof that such payments have been made.

X. Fringe Benefits

The Contractor understands that neither the Contractor nor the Contractor's employees are eligible to participate in any employment pension, health, vacation pay, sick pay, or other fringe benefit plan of the Clients.

XI. Worker's Compensation

The Client shall not obtain worker's compensation insurance on behalf of the contractor nor contractor's employees. If the Contractor hires employees to perform any work under this agreement, the Contractor will cover them with worker's compensation insurance and provide the Client with a certificate of worker's compensation insurance before the employees begin the work.

XII. Unemployment Compensation

The Client shall make no state or federal unemployment compensation payment on behalf of the Contractor or contractor's employees or contact personnel. The Contractor will not be entitled to these benefits in connection with work performed under this agreement.

XIII. Insurance

The Contractor shall indemnify and hold the clients harmless from any loss or liability arising from performing services under this agreement.

XIV. Terminating This Agreement

With reasonable cause, either the Client and or Contractor may terminate this agreement effective immediately upon giving written notice. Reasonable causes include but are not limited to:

1. The change or elimination of funding
2. A material violation of this Agreement
3. Any act of exposing the other party to liability to others for personal injury or property damage

XV. Exclusive Agreement

This is the entire agreement between the Contractor and the Client.

XVI. Modifying the Agreement

This Agreement may be modified only with a written statement that is signed by both parties.

XVII. Confidentiality

The Contractor acknowledges that it may be necessary for the Client to disclose certain confidential and proprietary information to the Contractor in order for the Contractor to perform their duties under this agreement. The Contractor also acknowledges that any disclosures to any third party or any misuse of this proprietary or confidential information would irreparably harm the Client. Accordingly, the Contractor will not disclose or use, either during or after the term of this agreement, any proprietary or confidential information of the Client without the Client's prior written permission except to the extent necessary to perform services on the Client's behalf.

Proprietary or confidential information includes but is not limited to:

1. The written, printed, graphic, or electronically recorded materials furnished by the Client for the Contractor to use
2. Information belonging to customers and suppliers of the Client about whom the Contractor gained knowledge as a result of the Contractor's services to the Client
3. Any written or tangible information stamped "Confidential", "Proprietary", and or any with a similar legend; or any information that the Client makes reasonable efforts to maintain the secrecy of.

The Contractor shall not be restricted in using any materials with publicly available, already in the Contractor's possession or known to the Contractor without restriction, or which is rightfully obtained by the Contractor from sources other than the Client.

Upon termination of the Contractor's services to the Client, or at the Client's request, the Contractor shall deliver all materials to the Client that were in the contractor's possession relating to the Client's business.

XVIII. Resolving Disputes

If a dispute should arise under this agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Alameda County. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by both parties. If the dispute is not resolved within 30 days after it is referred to the mediator, any party may take the matter to court.

If any court action is necessary to enforce this agreement, the prevailing party shall be entitled to reasonable attorney fees, cost, and expenses in addition to any other relief to which they may be entitled to.

XIX. Applicable Law

This agreement will be governed by the law of the State of California.

XX. Notices

All notices and other communication in connection with this agreement must be written and shall be considered given as follows:

1. When delivery personally to the recipient's address as stated in this agreement
2. Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated in this agreement.
3. Or when sent by fax or telefax to the last fax or telefax number of the recipient known to the person giving notice. Such notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of the receipt.

XXI. Partnership

This agreement does not create any form of a partnership. The Contractor do not have authority to enter into contracts on the Client's behalf.

XXII. Assignment and Delegations

The Contractor may not assign or subcontract any rights or obligations under this agreement without the client's prior to written approval.

XXIII. COVID-19 Pandemic Health & Safety Servicing Guidelines

The Contractor and all Contractor personnel and or employees, will follow and adhere to all health and safety guidelines set forth by the state of California, the CDC, and the Client when conducting services on site. The Contractor and all Contractor personnel and or employees will follow any and all health and safety guidelines listed until recommended and or authorized otherwise by the state of California, the CDC, and or the Client.

Such health and safety guidelines that the Contractor and all Contractor personnel and employees are required to adhere to on a daily basis, are but are not limited to:

- Required to administer at home temperature checks before coming on site
- Required to submit to any temperature checks while entering and or while on site
- Required to wear a face mask/shield at all times while working on site
- Required to wear and frequently change gloves as needed while conducting services
- Required to wash and or sanitize hands as frequently as possible and or as need
- Required to clean, sanitize and disinfect all cleaning equipment at the end of each day
- Required to follow and practice social distancing protocols, such as staying 6 feet away from other individuals, as much as possible
- Required to comply with any other health and safety regulations and or guidelines set forth by the Client
- Required to stay home if exhibiting any sick-like symptoms
- Required to adapt and adhere to any new health and safety regulations and or guidelines that may be set forth by the state of California and the CDC

Independent Contractor Agreement: Exhibit A

Daily Cleaning:

Lina's Janitorial Services hereby agrees to provide the East Bay Innovation Academy, with the following daily general cleaning services of at both the upper and lower campuses:

- Sweeping all floor areas
- Mopping all floor areas
- Vacuuming of all carpeted areas
- Disposal of Garbage
- Dust/wipe and disinfect all tables
- Clean and disinfect all bathrooms
- Sanitize and disinfect all common touch areas
- Post lunch break down of tables
- Restock bathroom supplies (soap, toilet paper, paper towels, etc)
- Keep inventory of janitorial and cleaning supplies/materials/products
- Order janitorial and cleaning supplies/materials/products

*Includes Daily Daytime Onsite Janitorial Hours

Special Services:

Lina's Janitorial Services will administer light bulb replacements as requested by the staff. E.B.I.A is responsible fro the disposal of old/burnt out light bulbs (OUSD).

Payment:

The following is the payment cost of all work associated with *Lina's Janitorial Services* that is listed above. This is based on the janitorial and cleaning services that will take place at both E.B.I.A's middle/lower and high school/upper campuses. The monthly cost for the lower campus is **\$5,000.00** and the monthly cost for the upper campus is **\$5,000.00**. Any other services that are not included in the list above will be charged at the rate of **\$45.00 per hour**.

All payments are to be made to *Lina's Janitorial Services* and or to the contractor *Lina M. Sanchez*.

Schedule of Cleaning:

Services will start upon official approval (June 2022) and will continue through end of academic school year (June 2023) or unless requested otherwise.

Independent Contract Agreement Signatures

Contractor:

Lina's Janitorial Services

Signature: _____

Lina M. Sanchez

Title: _____

Date: _____

Client:

East Bay Innovation Academy

Signature: _____

Title: _____

Date: _____

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 30th 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 13, 2022.

	Aye	Nay	Abstain	Absent
Rochelle Benning				
Ken Berrick				
Kelly Garcia				
Brad Edgar				
Jennifer Afdahl Rice				
Totals:				

Rochelle Benning, Board Chair

ATTEST:

Kelly Garcia, Board Secretary

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

Fiscal Year 2022-23

General Fund, Resource 1400

Description	Objects	Amount
Expenditures and Other Financing Uses		
Instruction: Teacher Salaries	1000-1999	\$103,680
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
Total Expenditures and Other Financing Uses		\$103,680
Amount Available For This Fiscal Year		
Adjusted Beginning Fund Balance	9791-9795	\$0
Revenue Limit Sources	8012	\$103,680
Total Available		\$103,680
Balance		\$0

*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.

CharterSAFE

BE SAFE • FEEL SAFE

2022-2023 Membership Proposal

Prepared for:

East Bay Innovation Academy

Coverage Effective:

July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 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

Issued: May 27, 2022 at 12:51 pm

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 2022-2023 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 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 and complete and sign the following:

1. Member renewal acceptance

We look forward to working with you in the 2022-2023 year!

Thank you,

The CharterSAFE Team

CharterSAFE

2022-2023 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, suit or circumstances that may reasonably result in a claim or suit. A delay in reporting could lead to a denial of 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 and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: **Dan Berry** at 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.

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MEMBER CONTRIBUTION SUMMARY

East Bay Innovation Academy

Coverage Effective: July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution

\$97,465.00

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

\$37,799.00

Combined Member Contribution

\$135,264.00

COVID-19 REBATE:

\$5,411.00

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

\$129,853.00

(COVID-19 Rebate Applied)

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

**Payment in Full - \$129,853.00
Installment Plan**

- Deposit (25%) - Due Now - \$28,405.00
- 9 Monthly Installments - \$11,272.00

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 and sign on to complete the renewal acceptance.](http://www.chartersafe.org)

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
Childhood Sexual Assault Liability Continuity Date:	07/01/2021

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	\$1,555,501.00
Total:	590	48	\$3,555,501.00

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	\$393,750.00	\$393,750.00	\$787,500.00
East Bay Innovation Academy 3800 Mountain Blvd. Oakland, CA 94619	\$0.00	\$10,500.00	\$52,500.00	\$63,000.00
Total:	\$0.00	\$404,250.00	\$446,250.00	\$850,500.00

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
Directors & Officers and Company Liability	\$5,000,000 per claim and member aggregate	\$15,000.00
Employment Practices Liability	\$5,000,000 per claim and member aggregate	\$15,000.00
Fiduciary Liability	\$1,000,000 per claim and member aggregate	\$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and no later than sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury Property Damage	\$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> *
Premises Medical Payment	\$10,000 per person \$50,000 per occurrence	\$0
Products and Completed Operations	\$5,000,000 per occurrence and member aggregate	\$0
Armed Assailant Sublimit	\$100,000 per occurrence and aggregate	\$0
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	\$100,000 per occurrence and aggregate \$2,000,000 CharterSAFE's member combined annual aggregate	\$0

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

Employee Benefits Liability

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

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	\$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
Childhood Sexual Assault Liability	\$5,000,000 per claim and member aggregate	\$0 if school completes training requirement \$100,000 if school did not complete training requirement
Reporting:	Claims must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
Training Mandate	Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is REQUIRED to be completed by 90% or more of staff within ninety (90) days of coverage renewal. New employees are required to complete the training within six (6) weeks of employment.	

Law Enforcement Activities Liability

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

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	\$5,000,000 per occurrence and member aggregate	\$0
Auto Physical Damage*	\$2,000,000 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

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	\$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.

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

CRIME

Coverages	Limits	Deductibles
Money and Securities Forgery or Alteration Employee Dishonesty Computer and Funds Transfer Fraud	\$1,000,000 per occurrence and member aggregate	\$2,500 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
Property	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 Causes of Loss: 1. Water Damage: \$10,000 per occurrence 2. Wildfire: \$2,500 per occurrence
Boiler & Machinery / Equipment Breakdown	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
Business Interruption	\$10,000,000 per occurrence	\$1,000 per occurrence
Extra Expense	\$10,000,000 per occurrence	\$1,000 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. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact **Kiki Goldsmith** (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	\$50,000 per injury/accident 104 Week benefit period	\$500 per injury/accident for <i>High-Risk Activities</i> *
Volunteer Accident	\$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 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 or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

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

Kiki Goldsmith
Client Service Manager
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability And First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	\$1,000,000 per pollution condition or indoor environmental condition and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per pollution condition

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

Terrorism Liability

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

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

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	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

Coverages	Limits	Deductibles
Cyber Liability including Ransomware	\$1,000,000 per claim \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per claim
Ransom Payment Sublimit	Qualification Level 1 - \$250,000 sublimit* Qualification Level 2 - \$100,000 sublimit* Qualification Level 3 - \$50,000 sublimit*	

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

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application and/or do not meet the security requirements.

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	\$0
Employer's Liability	\$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.

**CONSULTING AGREEMENT BETWEEN EAST BAY INNOVATION ACADEMY (EBIA)
& HAWK CIRCLE CONSULTING**

This Agreement is made effective as of the latest date indicated by the parties below ("effective date"), by and between East Bay Innovation Academy (EBIA), of Oakland, CA, and the sole proprietorship DBA Hawk Circle Consulting of 7589 Hansom Drive, Oakland, CA 94605.

In this Agreement, the party who is contracting to receive services shall be referred to as "EBIA", and the party who will be providing the services shall be referred to as "Hawk Circle Consulting."

Hawk Circle Consulting has a background in school leadership, strategy, and systems design and implementation and is willing to provide services to EBIA based on this background.

Whereas EBIA is a 6 - 12th charter school serving the students of Oakland, CA and desires to have services provided by Hawk Circle Consulting.

Therefore, the parties agree as follows:

- 1. DESCRIPTION OF SERVICES.** Beginning on the effective date, Hawk Circle Consulting will provide the following services (collectively, the "Services") as detailed in the Scope or Work dated 5/26/22.
- 2. PERFORMANCE OF SERVICES.** The manner in which the Services are to be performed and the specific hours to be worked by Hawk Circle Consulting shall be determined by Hawk Circle Consulting. EBIA will rely on Hawk Circle Consulting to work as many hours as may be reasonably necessary to fulfill Hawk Circle Consulting's obligations under this Agreement. Hours provided will not exceed 15 hours per week.
- 3. PAYMENT.** EBIA will pay a fee to Hawk Circle Consulting for the Services in the amount of \$12,500 per month. This fee shall be payable in a monthly invoices, as billed, and are due within 15 days of receipt. If payments due are not paid within 30 days, 1.5% interest will accrue on per month until paid in full. Should hours needed to perform duties will be paid at an hourly rate of \$275/hour.
- 4. EXPENSE REIMBURSEMENT.** Hawk Circle Consulting shall be entitled to reimbursement from EBIA for all "out-of-pocket" expenses, not to exceed \$500.
- 5. NEW PROJECT APPROVAL.** Hawk Circle Consulting and EBIA recognize that Hawk Circle Consulting's Services will include working on various projects for EBIA. Hawk Circle Consulting shall obtain the approval of EBIA prior to the commencement of a new project outside of the agreed to scope of work.
- 6. CANCELLATION POLICY.** Hawk Circle reserves the right to charge for hours of meetings, events that are canceled without 72 hours notice.
- 7. TERM/TERMINATION.** This Agreement shall terminate automatically on June 30, 2023.
- 8. RELATIONSHIP OF PARTIES.** It is understood by the parties that Hawk Circle Consulting is an independent contractor with respect to EBIA, and not an employee of EBIA. EBIA will not provide

fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of Hawk Circle Consulting.

9. EMPLOYEES. Hawk Circle Consulting's employees, if any, who perform services for EBIA under this Agreement shall also be bound by the provisions of this Agreement.

10. INDEMNIFICATION. EBIA agrees to indemnify and hold harmless Hawk Circle Consulting from all claims, losses, expenses, fees including attorney fees, costs, and judgments that may be asserted against Hawk Circle Consulting that result from the acts or omissions of EBIA, EBIA's employees, if any, and EBIA's agents.

11. RETURN OF RECORDS. Upon termination of this Agreement, Hawk Circle Consulting shall deliver all records, notes, data, memoranda, models, and equipment of any nature that are in Hawk Circle Consulting's possession or under Hawk Circle Consulting's control and that are EBIA's property or relate to EBIA's business.

12. NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

IF for EBIA:

Shelley Benning
EBIA
3400 Malcolm Avenue
Oakland, CA 94605

IF for Hawk Circle Consulting:

Hawk Circle Consulting
Jenna Stauffer
CEO
7589 Hansom Drive
Oakland, CA 94605

Such address may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

13. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

14. AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

15. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

16. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

17. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

18. INTERRUPTION OF SERVICE. Either party shall be excused from any delay or failure in performance required hereunder if caused by reason of any occurrence or contingency beyond its reasonable control, including, but not limited to, acts of God, acts of war, fire, insurrection, laws proclamations, edits, ordinances or regulations, strikes, lock-outs or other serious labor disputes, riots, earthquakes, floods, explosions or other acts of nature. The obligations and rights of the party so excused shall be extended on a day-to-day basis for the time period equal to the period of such excusable interruption. When such events have abated, the parties' respective obligations hereunder shall resume. In the event the interruption of the excused party's obligations continues for a period in excess of thirty (30) days, either party shall have the right to terminate this Agreement upon ten (10) days' prior written notice to the other party.

19. ASSIGNMENT. Hawk Circle Consulting agrees that it will not assign, sell, transfer, delegate or otherwise dispose of any rights or obligations under this Agreement without the prior written consent of EBIA. Any purported assignment, transfer, or delegation shall be null and void. Nothing in this Agreement shall prevent the consolidation of EBIA with, or its merger into, any other corporation, or the sale by EBIA of all or substantially all of its properties or assets, or the assignment by EBIA of this Agreement and the performance of its obligations hereunder to any successor in interest or any Affiliated Company. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties and their respective heirs, legal representatives, successors, and permitted assigns, and shall not benefit any person or entity other than those enumerated above.

20. SIGNATORIES. This Agreement shall be signed on behalf of EBIA by Shelley Benning, Board Chair of EBIA and on behalf of Hawk Circle Consulting by Jenna Stauffer, CEO and effective as of the date first above written.

Party receiving services: EBIA

By: _____ Date: _____
Shelley Benning, EBIA

Party providing services: Hawk Circle Consulting

By: _____ Date: _____
Jenna Stauffer, CEO

**CONSULTING AGREEMENT BETWEEN EAST BAY INNOVATION ACADEMY (EBIA)
& s3dx CONSULTING**

This Agreement is made effective as of the latest date indicated by the parties below ("effective date"), by and between East Bay Innovation Academy (EBIA), of Oakland, CA, and the sole proprietorship DBA s3dx Consulting of 2305 Ward Street Berkeley, CA 94705.

In this Agreement, the party who is contracting to receive services shall be referred to as "EBIA", and the party who will be providing the services shall be referred to as "s3dx Consulting."

s3dx Consulting has a background in school leadership, strategy, and systems design and implementation and is willing to provide services to EBIA based on this background.

Whereas EBIA is a 6 - 12th charter school serving the students of Oakland, CA and desires to have services provided by s3dx Consulting.

Therefore, the parties agree as follows:

1. DESCRIPTION OF SERVICES. Beginning on the effective date, s3dx Consulting will provide the following services (collectively, the "Services") as detailed in the Scope or Work dated 5/26/22.

2. PERFORMANCE OF SERVICES. The manner in which the Services are to be performed and the specific hours to be worked by s3dx Consulting shall be determined by s3dx Consulting. EBIA will rely on s3dx Consulting to work as many hours as may be reasonably necessary to fulfill s3dx Consulting's obligations under this Agreement. Hours provided will not exceed 15 hours per week.

3. PAYMENT. EBIA will pay a fee to s3dx Consulting for the Services in the amount of \$12,500 per month. This fee shall be payable in a monthly invoices, as billed, and are due within 15 days of receipt. If payments due are not paid within 30 days, 1.5% interest will accrue on per month until paid in full. Should hours needed to perform duties will be paid at an hourly rate of \$275/hour.

4. EXPENSE REIMBURSEMENT. s3dx Consulting shall be entitled to reimbursement from EBIA for all "out-of-pocket" expenses, not to exceed \$500.

5. NEW PROJECT APPROVAL. s3dx Consulting and EBIA recognize that s3dx Consulting's Services will include working on various projects for EBIA. s3dx Consulting shall obtain the approval of EBIA prior to the commencement of a new project outside of the agreed to scope of work.

6. CANCELLATION POLICY. s3dx reserves the right to charge for hours of meetings, events that are canceled without 72 hours notice.

7. TERM/TERMINATION. This Agreement shall terminate automatically on June 30, 2023.

8. RELATIONSHIP OF PARTIES. It is understood by the parties that s3dx Consulting is an independent contractor with respect to EBIA, and not an employee of EBIA. EBIA will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of s3dx Consulting.

9. EMPLOYEES. s3dx Consulting's employees, if any, who perform services for EBIA under this Agreement shall also be bound by the provisions of this Agreement.

10. INDEMNIFICATION. EBIA agrees to indemnify and hold harmless s3dx Consulting from all claims, losses, expenses, fees including attorney fees, costs, and judgments that may be asserted against s3dx Consulting that result from the acts or omissions of EBIA, EBIA's employees, if any, and EBIA's agents.

11. RETURN OF RECORDS. Upon termination of this Agreement, s3dx Consulting shall deliver all records, notes, data, memoranda, models, and equipment of any nature that are in s3dx Consulting's possession or under s3dx Consulting's control and that are EBIA's property or relate to EBIA's business.

12. NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

IF for EBIA:

Shelley Benning
EBIA
3400 Malcolm Avenue
Oakland, CA 94605

IF for s3dx Consulting:

s3dx Consulting
Carolyn Gramstorff
CEO
2305 Ward Street
Berkeley, CA 94705

Such address may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

13. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

14. AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

15. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

16. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

17. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

18. INTERRUPTION OF SERVICE. Either party shall be excused from any delay or failure in performance required hereunder if caused by reason of any occurrence or contingency beyond its reasonable control, including, but not limited to, acts of God, acts of war, fire, insurrection, laws proclamations, edits, ordinances or regulations, strikes, lock-outs or other serious labor disputes, riots, earthquakes, floods, explosions or other acts of nature. The obligations and rights of the party so excused shall be extended on a day-to-day basis for the time period equal to the period of such excusable interruption. When such events have abated, the parties' respective obligations hereunder shall resume. In the event the interruption of the excused party's obligations continues for a period in excess of thirty (30) days, either party shall have the right to terminate this Agreement upon ten (10) days' prior written notice to the other party.

19. ASSIGNMENT. s3dx Consulting agrees that it will not assign, sell, transfer, delegate or otherwise dispose of any rights or obligations under this Agreement without the prior written consent of EBIA. Any purported assignment, transfer, or delegation shall be null and void. Nothing in this Agreement shall prevent the consolidation of EBIA with, or its merger into, any other corporation, or the sale by EBIA of all or substantially all of its properties or assets, or the assignment by EBIA of this Agreement and the performance of its obligations hereunder to any successor in interest or any Affiliated Company. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties and their respective heirs, legal representatives, successors, and permitted assigns, and shall not benefit any person or entity other than those enumerated above.

20. SIGNATORIES. This Agreement shall be signed on behalf of EBIA by Shelley Benning, Board Chair of EBIA and on behalf of s3dx Consulting by Carolyn Gramstorff, CEO and effective as of the date first above written.

Party receiving services: EBIA

By: _____ Date: _____
Shelley Benning, EBIA

Party providing services: s3dx Consulting

By: _____ Date: _____
Carolyn Gramstorff, CEO

Cover Sheet

Local Control Accountability Plan Review and Approval

Section: III. Academic Excellence
Item: A. Local Control Accountability Plan Review and Approval
Purpose: Vote
Submitted by:
Related Material:
2022_Local_Control_and_Accountability_Plan_East_Bay_Innovation_Academy.pdf



LCFF Budget Overview for Parents

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

CDS Code: 01-61259-0129932

School Year: 2022-23

LEA contact information:

Michelle Cho

Executive Director

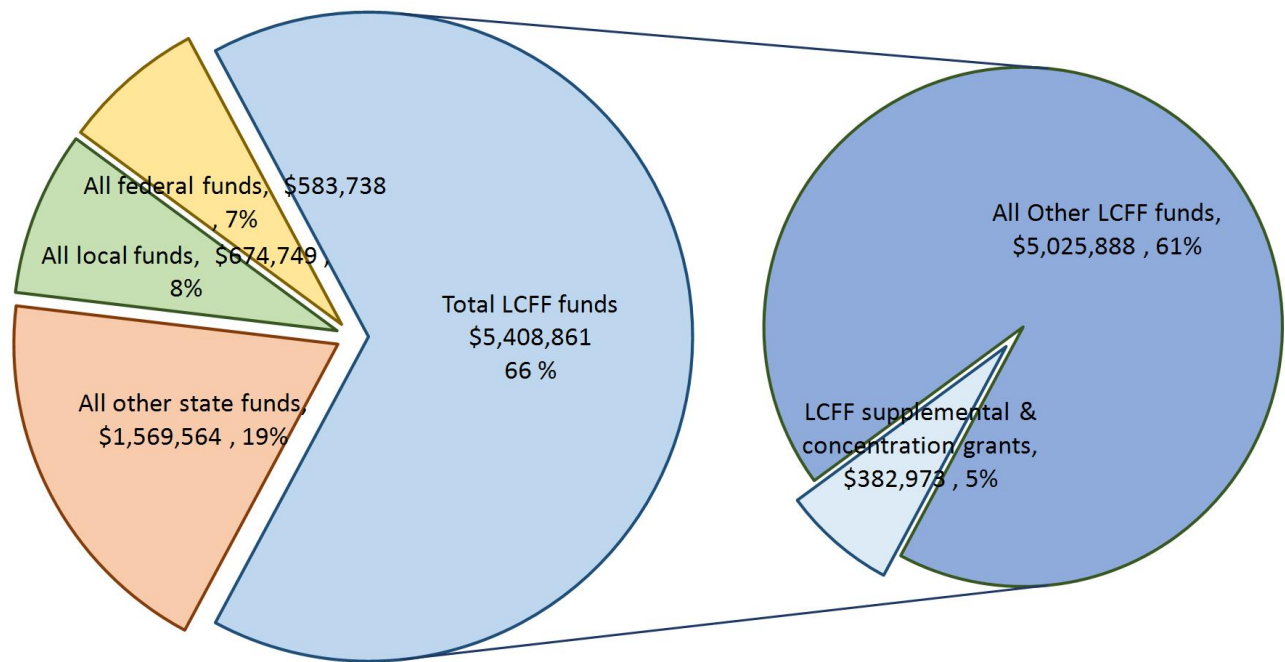
michelle.cho@eastbayia.org

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 2022-23 School Year

Projected Revenue by Fund Source

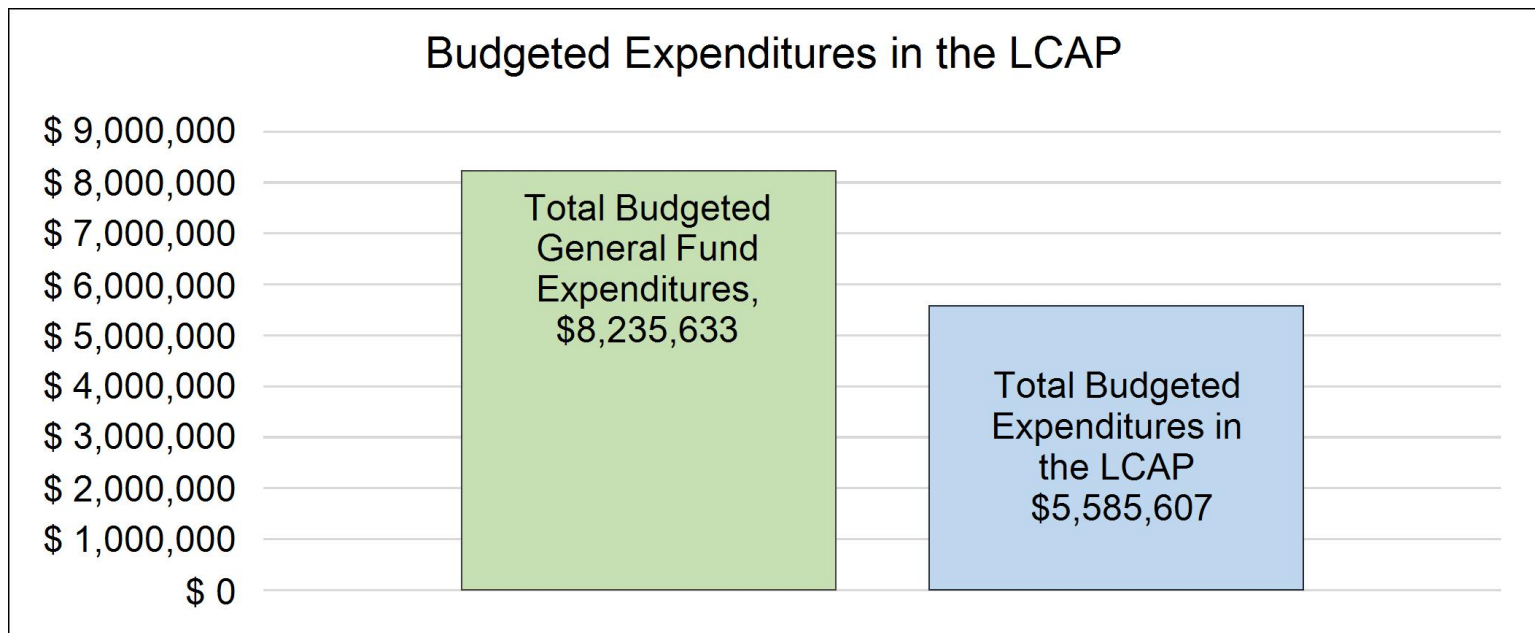


This chart shows the total general purpose revenue East Bay Innovation Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Bay Innovation Academy is \$8,236,912, of which \$5,408,861 is Local Control Funding Formula (LCFF), \$1,569,564 is other state funds, \$674,749 is local funds, and \$583,738 is federal funds. Of the \$5,408,861 in LCFF Funds, \$382,973 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

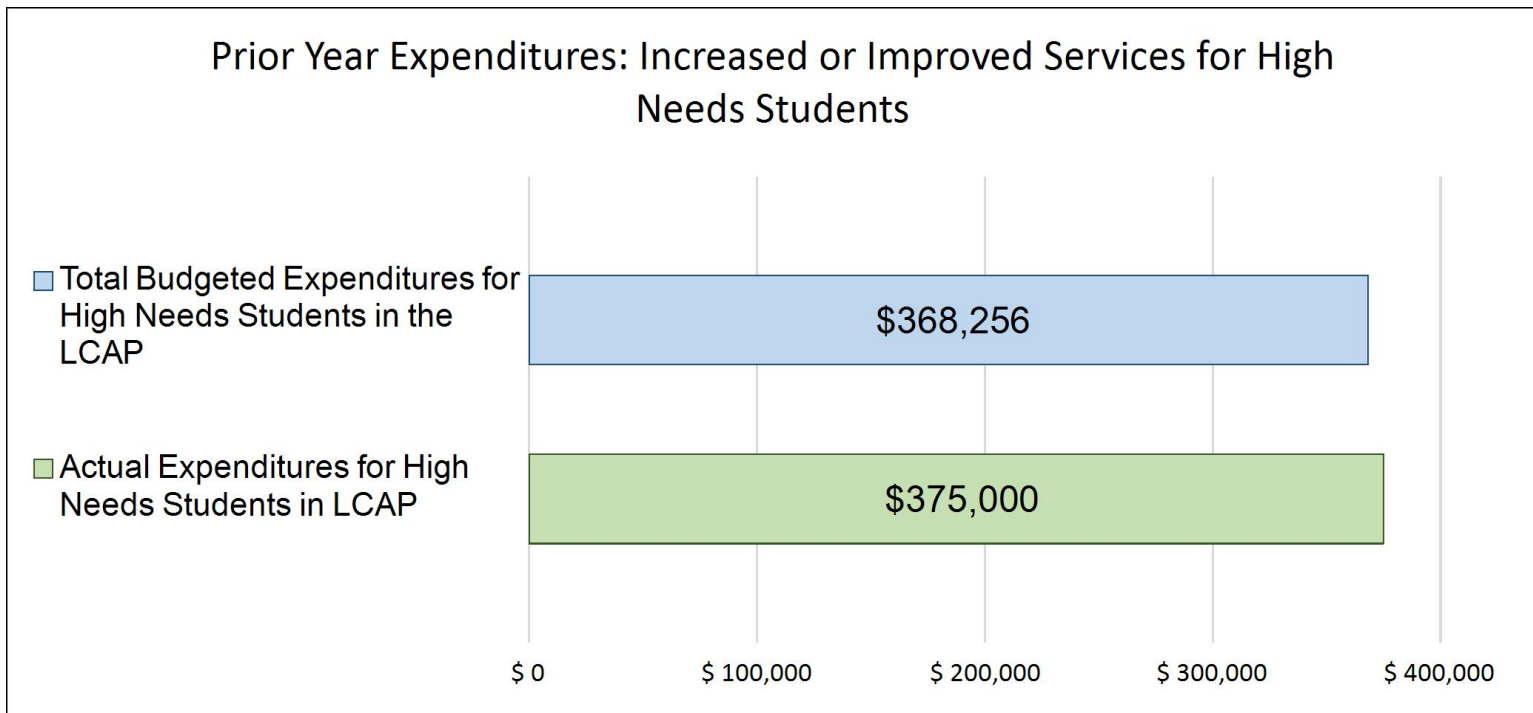
The text description of the above chart is as follows: East Bay Innovation Academy plans to spend \$8,235,633 for the 2022-23 school year. Of that amount, \$5,585,607 is tied to actions/services in the LCAP and \$2,650,026 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, East Bay Innovation Academy is projecting it will receive \$382,973 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 \$390,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, East Bay Innovation Academy's LCAP budgeted \$368,256 for planned actions to increase or improve services for high needs students. East Bay Innovation Academy actually spent \$375,000 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

While specific LCAP sessions were scheduled with educational partners in winter/spring of 2021-22, this process is continuous and this document captures feedback from all stakeholders throughout the year. The WASC process and feedback is incorporated, as well as discussions from professional development, staff meetings, student interviews, surveys and individual/group family meetings. There were also public meetings regarding the ESSER III plan and the Educator Effectiveness Block Grant. It has also evolved as state guidance regarding budget (resources), public health and program requirements changed. In March-May, EBIA held public hearings on the LCAP, including board meetings on March 16, April 20, May 25, 2022 and family meetings on March 17-18, 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

EBIA used the additional concentration grant funds for additional instructional support staff.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Public meetings were held regarding the ESSER funding in October and November, and public meetings were held regarding the Educator Effectiveness Block Grant in November and December. Cafecitos with parents were held in July, November and January. Ongoing discussions with staff, student leadership informed the plans.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Staff turnover and vacancies in specialized areas such as counseling, culture/climate, as well as unplanned lengthy absences across all levels of the organization due to Covid surges have delayed implementation of our academic and socio-emotional learning/culture-building plans, and/or posed challenges in implementation. Expenditures dedicated to Covid protocols, specifically to the operations team, have enabled continuity and safety for students and staff.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The applicable plans reinforced the LCAP goals of (1) providing and maintaining basic services for students and school, (2) creating a culture of caring and responsibility where students feel safe and supported, (3) providing a coherent 21st century program that offers new, innovative and alternative educational experiences, and (4) maintain high attendance. Specifically, the applicable plans sought to operationalize these goals in the context of the pandemic and how our community was impacted by the pandemic academically, socially and emotionally. To deliver on these goals required additional expenditures to mitigate public health risks, program interruptions, recovery and reinforcement to get back on track, and policy/modality modifications.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 2021-22 school year, East Bay Innovation Academy ("EBIA") served students in grades 6 – 12 with approximately 563 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: 97
Grade 7: 107
Grade 8: 112
Grade 9: 68
Grade 10: 46
Grade 11: 70
Grade 12: 63
Total Enrollment: 563

Percent of Total Enrollment by Student Group

Black or African American: 25%
American Indian or Alaska Native: 1%

Asian: 6.0%
Filipino: 0%
Hispanic or Latino: 37%
Native Hawaiian or Pacific Islander : 1%
White: 18%
Two or More Races: 12%

Socioeconomically Disadvantaged: 36%
English Learners: 7%
Students with Disabilities: 17%
Foster Youth: 0.0%

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

English Language Arts/Literacy

2020-21

EBIA: 58.0%
OUSD: 35%
State: 48%

2017-18

EBIA: 53%
OUSD: 36%
State: 50%

2018-19

EBIA: 56%
OUSD: 34%
State: 51%

Mathematics

2020-21

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%

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 some state and local indicators on the 2021 Dashboard. EBIA used local metrics to monitor student progress:

- Safe return to school - Covid protocols supported continuity of services despite Covid surges throughout the year.
- Attendance: affected by Covid protocols (quarantine/isolation) but tracking otherwise to pre-Covid levels.
- Graduation: Almost 100% of enrolled seniors earned diploma
- Almost 90% of graduates UC/CSU eligible for both Class of 20, Class of 21 and Class of 22
- SBAC data collection, spring 2021. SBAC scores from SY 21 suggest continued growth in ELA, certain cohorts struggling in Math.

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.

- SBAC scores from SY 21 suggest need for immediate and strong intervention in math for certain cohorts.
- English Learners and students with IEPs adapting back to in-person instruction, working towards proficiency in ELA/math.
- Covid impact on learning for all students
- In-person parent/family engagement is the needed next step so we can better partner to support students.
- Culture and climate re-building: Adults and students returned disregulated to a certain extent, with Covid concern/uncertainty cast over. It took time to re-acclimate to safe learning environment.
- Chronic absenteeism high for a number of student subgroups, in particular those who are significant below grade level or not yet proficient in English Language.

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 prepare for SY 2022-23, 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 build strong school-connections and accelerate their learning and growth.

Main highlights for SY 22-24 include:

- CTE/Linked Learning
- Refining PBL
- 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

While specific LCAP sessions were scheduled with educational partners in winter/spring of 2021-22, this process is continuous and this document captures feedback from all stakeholders throughout the year. The WASC process and feedback is incorporated, as well as discussions from professional development, staff meetings, student interviews, surveys and individual/group family meetings. There were also public meetings regarding the ESSER III plan and the Educator Effectiveness Block Grant. It has also evolved as state guidance regarding budget (resources), public health and program requirements changed. In March-May, EBIA held public hearings on the LCAP, including board meetings on March 16, April 20, May 25, 2022 and family meetings on March 17-18, 2022.

A summary of the feedback provided by specific educational partners.

Priorities for students and families included culture and climate and parent/family engagement. 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 return to PBL, organized activities, alignment around discipline, retention/recruitment of students, and focused professional development.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on input from our various stakeholder engagement sessions, EBIA is working on structural and programmatic changes for the upcoming year:

- 1) EBIA will continue 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 and support staff, supervised by certificated staff.
- 3) In SY 22-23, EBIA plans to re-organize its work around culture and climate, and reinforce training and information-sharing around its discipline framework.
- 4) To further leverage PBL and other areas of instructional and cultural competency, individual and collective professional development will be a priority.
- 5) EBIA plans to continue 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 23, Intersession will be geared toward college and career readiness. The linked learning pathway staffing and resources will grow with student offerings.
- 6) To expand individual and group learning opportunities, EBIA plans continue tutoring support, both by peers and through third parties, in SY 22-23. Academic support will be integrated to before and after school programming at lower school.

To support these activities, EBIA plans to continue with additional operational and Covid-19 protocol support in SY 23.

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 programming as logistically feasible (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	72% correctly assigned across all subjects, 90% 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.	MAP data suggest some backsliding, especially for older cohorts. SBAC data comparing SY 21 and SY 22 not yet available.			Positive growth in MAP/SBAC results for all students, year over year
Graduation rate	70% 4-year cohort rate (19-20)	97% (20-21)			85% or higher 4 year cohort rate
A-G readiness	inaccurate data reported (19-20)	95% (20-21)			Over 90% of graduates complete A-G
Independent audit for compliance	No material findings	No material findings			No material findings.
# of EL teacher mis-assignments	11 in 19-20	7 in 20-21			0
# of vacant teacher positions	0	0			0
% of students with access to standards-aligned instructional materials	100%	100%			100%
DUAL enrollment	0	All 9th graders			at least 2
CTE Pathway completion	N/A, pathway launch	Linked Learning Silver Certification			100% completion
SBAC results in Math compared to district	N/A, Covid	pending			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	pending			exceeding
% of students receiving 3 or higher on AP exams	67% in 19-20	73% in 20-21			70% or higher
% of graduates accepted into a 4-year college	75%	pending			80% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Counseling	Partner with UC Berkeley Destination College Advising Corps to support students stay on track for graduation and CSU/UC readiness.	\$36,000.00	No
1.2	Professional development support for teachers to clear credentialing process and improve practice	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, including integration of PBL and other individual PDs (i.e., AP).	\$48,000.00	No
1.3	Curriculum	Core and blended curriculum	\$60,000.00	No
1.4	Assessment to track student progress	MAP, AP, SBAC, ELPAC	\$30,000.00	Yes
1.5	Curriculum and Instruction alignment	Leadership and teacher stipends to revisit curriculum and instruction with goal of improving standards alignment, vertical integration, documentation, and acceleration. Re-focus on PBL.	\$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	College and career readiness	Refining systems, policies and procedures for course access, academic counseling, college counseling	\$210,000.00	No
1.7	Business Services	Audit and compliance support, data reporting (CALPADS) support, financial services	\$150,000.00	No
1.8	Covid-19 protocol	PPE, janitorial supplies, testing, contact tracing and other related expenses	\$120,000.00	No
1.9	Expanded learning	Summer session, before and after school academic/tutoring support, mental health support	\$380,000.00	Yes
1.10	Qualified Instruction	Teacher Salaries, unrestricted	\$2,226,607.00	No
1.11	Instructional Support *	Student-facing, academic support	\$100,000.00	Yes
1.12	EL tutoring support		\$50,000.00	Yes
1.13	Assessment fees: free for unduplicated students		\$10,000.00	Yes
1.14	IEP and 504 services	Identification and service delivery to support student learning with respect to IEP and 504 plans	\$560,000.00	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.

One shift is away from pull-out support via literacy and math specialists and towards systemic school-wide push-in instructional improvement through curriculum design and coaching/professional development.

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

Implementation in some areas were impacted by mid-year leadership transition and other staff transitions as well as Covid surges that required all hands on deck throughout the year. Professional development time was impacted due to Covid impact on student instructional time that were recovered during Intersession weeks.

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

Use of outdoor spaces ensured continuity and reinforced sense of caution and safety. Covid protocols enabled in-person instruction to continue through Covid surges. Additional resources toward college and career readiness were welcomed and heavily leveraged by students and families. Qualified instruction, instructional support, RTI and EL tutoring support were key in connecting students back to school life again, and for gaining insight into where the student needs are.

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.

With greater understanding of Covid interruptions on programming and operations, changes in coming year include prioritizing/protecting professional development time and plan, and empowering all teachers to strive for deeper engagement with students, especially with students who are English Learners and with IEPs.

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

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)	67% favorable on school climate, families reporting decline in barriers to engagement (87% favorable compared to 82% in SY 21)			70% satisfaction with school climate, 90% favorable in barriers to engagement
School culture and climate survey - students	climate of support for learning (70%), sense of belonging (50%)	climate of support for learning (72% lower, 79% upper); sense of belonging (54% lower,			75% report supportive climate, 70% report sense of belonging

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		56% upper). sense of safety lower for lower (55%, compared to 79% for upper)			
School culture and climate survey - teachers	school climate positive (67%)	school climate positive (55%)			school climate 70% or higher
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.	Overall increase > 10% in SY 21 (mostly distance learning), SY 22 pending			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	<1% in SY 21 (mostly distance learning), SY 22 pending			Decrease high subgroup rates of suspension by 20%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culture and Climate team	Primary leads for defining school culture, designing norms, practices and implementing board policies and procedures at each campus.	\$220,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Lead restorative conversations, plan assemblies, celebrations and other activities that build school connection. Support behavioral and discipline-related work under administrative guidance.		
2.2	Mental health services	Multi-tiered mental health support for students	\$150,000.00	No
2.3	Measure G1 culture and climate	Musical, assemblies, SEL activities	\$36,000.00	No
2.4	School wide survey	Panorama or other similar school climate surveys	\$5,000.00	No
2.5	Intersession activities	Non-core subject activities on/off campus with community instructors in-between trimesters	\$55,000.00	No
2.6	Specialized support	Staff, administration and third party providers supporting students and families who are chronically absent, in need of specialized services	\$350,000.00	

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.

With mid-year transitions, the position of Dean fo Students at both sites were impacted and the functions were distributed across different levels. As we move into SY 23, the plan is to reimagine culture and climate role at each site and at the LEA level and more importantly to clearly define their scope and communicate it widely within the community.

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

Mid-year structure changes precipitated by staff transitions.

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

Some culture and climate work (EBIA accolades, celebrations at upper grades) as well as Measure G1 and lower school sports were very effective in strengthening school connections for students. Mental health work was mixed, and the need exceeded the availability at times. Parent activities, however, were delayed.

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.

The provision of IEP and 504 plan services have been shifted to goal 1, and those that remain pertain to SARB or other site visit/outreach activities. While the need for culture/climate and building school connections are as important as ever, a new structure calls for super clear delineation of roles and responsibilities. Intersession activities proved to be culture-building and we plan to build on that for SY 23.

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

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	Successful capstone at year-end			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	Scheduling changes mid-year due to Covid surges impacted blended learning progress at lower; not consistently integrated at upper.			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	Course sequence fully designed and courses rolled out incrementally			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	Internship program design started, online job talks continuing in SY 21 and SY 22			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 of Chromebooks			1:1 availability for all students

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Project-based learning (PBL) Professional Development	Professional development for implementing PBL, including plans to attend conferences and disseminate	\$10,000.00	No
3.2	Materials and supplies for PBL	Basic materials and supplies for PBL	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Blended Learning Platforms and support	ELA/Math blended learning platforms - A3K, ALEKS, APEX with support and guidance	\$80,000.00	Yes
3.4	CTE instruction	Staffing, curriculum and equipment	\$168,500.00	No
3.5	Linked Learning Pathway	Administration, continued development of work-based learning, internship programs, and college/career exploration through student events, professional development and coaching/access to resources.	\$186,000.00	No
3.6	Chromebooks fleet procurement and support	Replace a portion of old fleet each year, configure, issue, maintain and troubleshoot the fleets.	\$130,000.00	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.

Professional Development time was truncated in response to the Covid impact. All other expenditures were implemented according to plan.

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

See above

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

Individual growth in A3k and ALEKS observed particularly in lower grades. Increased CTE instruction and work-based learning led to greater awareness and engagement in the linked learning pathway.

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.

The increased investment in PBL reflects the plan to prioritize PBL instruction despite the uncertainties related to Covid.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

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

Support enrollment and 95% attendance through engagement strategies

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	620 enrollment in 20-21	563 in 21-22			Full enrollment in grades 6-8 and increase enrollment in grades 9-12 to capacity.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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
4.2	Attendance outreach and SARB follow-up		\$35,000.00	Yes
4.3	Student recruiting	Swag, banners, social media campaigns	\$10,000.00	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.

No changes. EBIA did not offer long term independent study in SY 22, which led to some attrition as we returned to in-person instruction.

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

No material differences.

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

More needs to be done to counterbalance the enrollment decline, in particular to better understand areas where the team can flex in areas that are in their locus of control.

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.

Investment to retain and attract new enrollments.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
382,973	0

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

The goal behind school-wide professional development, curriculum design and integration, and academic counseling and advising supports is to enlist the entire team to connect with, understand and support/nurture our unduplicated students. When we had dedicated few staff, there was a natural distance created between the problems and solutions. Combination of school-wide and dedicated actions will ensure that these students are seen by everyone and that they are included in the planning process. Regularly looking at outcomes of unduplicated students as we implement and advance the schoolwide actions will ensure that the school is supporting the needs of our unduplicated students.

To directly 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, before/after school academic support, efforts to address chronic absenteeism 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, technology devices and connectivity, and community events. EBIA has instructional supports dedicated to EL students and devices available to students receiving free/reduced lunch.

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

N/A

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,659,107.00	\$1,109,000.00	\$430,500.00	\$425,000.00	\$5,623,607.00	\$4,556,607.00	\$1,067,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Counseling	All		\$36,000.00			\$36,000.00
1	1.2	Professional development support for teachers to clear credentialing process and improve practice	All	\$20,000.00	\$28,000.00			\$48,000.00
1	1.3	Curriculum	All	\$60,000.00				\$60,000.00
1	1.4	Assessment to track student progress	English Learners Foster Youth	\$30,000.00				\$30,000.00
1	1.5	Curriculum and Instruction alignment	All	\$140,000.00			\$20,000.00	\$160,000.00
1	1.6	College and career readiness	All	\$180,000.00		\$30,000.00		\$210,000.00
1	1.7	Business Services	All	\$150,000.00				\$150,000.00
1	1.8	Covid-19 protocol	All		\$40,000.00		\$80,000.00	\$120,000.00
1	1.9	Expanded learning	English Learners Foster Youth Low Income	\$260,000.00	\$120,000.00			\$380,000.00
1	1.10	Qualified Instruction	All	\$2,226,607.00				\$2,226,607.00
1	1.11	Instructional Support *	English Learners Foster Youth Low Income		\$100,000.00			\$100,000.00
1	1.12	EL tutoring support	English Learners	\$50,000.00				\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	Assessment fees: free for unduplicated students	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.14	IEP and 504 services	Students with Disabilities		\$560,000.00			\$560,000.00
2	2.1	Culture and Climate team	All	\$220,000.00				\$220,000.00
2	2.2	Mental health services	All				\$150,000.00	\$150,000.00
2	2.3	Measure G1 culture and climate	All			\$36,000.00		\$36,000.00
2	2.4	School wide survey	All	\$5,000.00				\$5,000.00
2	2.5	Intersession activities	All	\$55,000.00				\$55,000.00
2	2.6	Specialized support	English Learners Foster Youth Low Income	\$125,000.00	\$225,000.00			\$350,000.00
3	3.1	Project-based learning (PBL) Professional Development	All			\$10,000.00		\$10,000.00
3	3.2	Materials and supplies for PBL	All	\$5,000.00				\$5,000.00
3	3.3	Blended Learning Platforms and support	English Learners Foster Youth Low Income	\$40,000.00			\$40,000.00	\$80,000.00
3	3.4	CTE instruction	All			\$168,500.00		\$168,500.00
3	3.5	Linked Learning Pathway	All			\$186,000.00		\$186,000.00
3	3.6	Chromebooks fleet procurement and support	All	\$30,000.00			\$100,000.00	\$130,000.00
4	4.1	School Information System and School Messenger	All	\$42,500.00				\$42,500.00
4	4.2	Attendance outreach and SARB follow-up	English Learners Foster Youth Low Income				\$35,000.00	\$35,000.00
4	4.3	Student recruiting	All	\$10,000.00				\$10,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	382,973		0.00%		\$390,000.00	0.00%	0.00 %	Total:	\$390,000.00
								LEA-wide Total:	\$330,000.00
								Limited Total:	\$60,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Counseling				9-12		
1	1.4	Assessment to track student progress	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$30,000.00	
1	1.9	Expanded learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,000.00	
1	1.11	Instructional Support *	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
1	1.12	EL tutoring support	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$50,000.00	
1	1.13	Assessment fees: free for unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.6	Specialized support			English Learners Foster Youth Low Income		\$125,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Blended Learning Platforms and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
4	4.2	Attendance outreach and SARB follow-up	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,985,514.00	\$4,630,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Enhance learning spaces and equipment needed to facilitate return to in-person learning	No	\$55,000.00	36000
1	1.2	Professional development support for teachers to clear credentialing process	No	\$50,000.00	22000
1	1.3	Curriculum	No	\$40,000.00	70000
1	1.4	Assessment to track student progress	No	\$30,000.00	30000
1	1.5	RTI	Yes	\$200,000.00	180000
1	1.6	College and career readiness	No	\$210,000.00	210000
1	1.7	Business Services	No	\$85,000.00	85000
1	1.8	Covid-19 protocol	No	\$140,000.00	120000
1	1.9	Expanded learning	Yes	\$360,000.00	360000
1	1.10	Qualified Instruction	No	\$2,226,607.00	2221000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Instructional Support *	Yes	\$208,256.00	210000
1	1.12	EL tutoring support	Yes	\$50,000.00	50000
1	1.13	Assessment fees: free for unduplicated students	Yes	\$30,000.00	10000
2	2.1	Dean of Students	No	\$200,000.00	80000
2	2.2	Mental health services	No	\$150,000.00	164000
2	2.3	Measure G1 culture and climate	No	\$36,000.00	36000
2	2.4	School wide survey	No	\$5,000.00	5000
2	2.5	Physical and mental health safety	No	\$5,000.00	0
2	2.6	Specialized support	No	\$554,151.00	400000
3	3.1	Project-based learning (PBL) Professional Development	No	\$3,000.00	0
3	3.2	Materials and supplies for PBL	No	\$5,000.00	5000
3	3.3	Blended Learning Platforms and support	Yes	\$80,000.00	60000
3	3.4	CTE instruction	No	\$55,000.00	55000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Work-based learning coordination	No	\$30,000.00	30000
3	3.6	Chromebooks fleet procurement and support	No	\$100,000.00	120000
4	4.1	School Information System and School Messenger	No	\$42,500.00	31500
4	4.2	Attendance outreach and SARB follow-up	Yes	\$35,000.00	40000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$368,256.00	\$375,000.00	(\$6,744.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	RTI	Yes	\$50,000.00	50000		
1	1.9	Expanded learning	Yes				
1	1.11	Instructional Support *	Yes	\$208,256.00	200000		
1	1.12	EL tutoring support	Yes	\$50,000.00	50000		
1	1.13	Assessment fees: free for unduplicated students	Yes	\$30,000.00	10000		
3	3.3	Blended Learning Platforms and support	Yes	\$30,000.00	30000		
4	4.2	Attendance outreach and SARB follow-up	Yes		35000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$375,000.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Cover Sheet

SY 23 budget review and approval

Section: IV. Finance and Development
Item: A. SY 23 budget review and approval
Purpose: Vote
Submitted by:
Related Material: EBIA_LCFF-Calculator SY 23 Budget Summary.pdf
EBIA 22-23 Charter Alt Form_MYP Budget.pdf

Summary Tab

East Bay Innovation Academy (129932) - SY 2022-23 budget		6/9/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
SUMMARY OF FUNDING									
General Assumptions									
COLA & Augmentation	3.26%	0.00%	5.07%	6.56%	5.38%	3.54%	3.62%	3.58%	
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
LCFF Entitlement									
Base Grant	\$5,057,775	\$5,109,628	\$4,691,640	\$4,966,148	\$5,575,085	\$6,283,630	\$-	\$-	
Grade Span Adjustment	58,809	61,431	57,645	60,058	69,726	83,058	-	-	
Supplemental Grant	301,674	341,910	345,273	382,997	434,877	489,853	-	-	
Concentration Grant	-	-	-	-	-	-	-	-	
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-	
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-	
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$5,418,258	\$5,512,969	\$5,094,558	\$5,409,203	\$6,079,688	\$6,856,541	\$-	\$-	
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	
Economic Recovery Target	-	-	-	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	-	-	-	
Total LCFF Entitlement	5,418,258	5,512,969	5,094,558	5,409,203	6,079,688	6,856,541	-	-	
LCFF Entitlement Per ADA	\$ 9,128	\$ 9,225	\$ 9,772	\$ 10,434	\$ 11,034	\$ 11,477	-	-	
Components of LCFF By Object Code									
State Aid (Object Code 8011)	\$ 3,682,096	\$ 3,717,354	\$ 3,384,464	\$ 3,708,753	\$ 4,272,303	\$ 4,896,955	\$ -	\$ -	
EPA (for LCFF Calculation purposes)	\$ 118,716	\$ 119,520	\$ 104,268	\$ 103,680	\$ 110,200	\$ 119,480	\$ -	\$ -	
<i>Local Revenue Sources:</i>									
Property Taxes (Object Code 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	\$ 1,617,446	\$ 1,676,095	\$ 1,605,826	\$ 1,596,770	\$ 1,697,185	\$ 1,840,106	\$ -	\$ -	
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL FUNDING	5,418,258	5,512,969	5,094,558	5,409,203	6,079,688	6,856,541	-	-	
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total LCFF Entitlement	5,418,258	5,512,969	5,094,558	5,409,203	6,079,688	6,856,541	-	-	

SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	0.00000000%	0.00000000%	
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	0.00000000%	0.00000000%	
EPA (for LCFF Calculation purposes)	\$ 118,716	\$ 119,520	\$ 104,268	\$ 103,680	\$ 110,200	\$ 119,480	\$ -	\$ -	
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 118,716	\$ 119,520	\$ 104,268	\$ 103,680	\$ 110,200	\$ 119,480	\$ -	\$ -	
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ (8.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-	

Summary Tab

East Bay Innovation Academy (129932) - SY 2022-23 budget		6/9/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES									
Base Grant (<i>Excludes add-ons for TIIG and Transportation</i>)	\$ 5,116,584	\$ 5,171,059	\$ 4,749,285	\$ 5,026,206	\$ 5,644,811	\$ 6,366,688	\$ -	\$ -	-
Supplemental and Concentration Grant funding in the LCAP year	\$ 301,674	\$ 341,910	\$ 345,273	\$ 382,997	\$ 434,877	\$ 489,853	\$ -	\$ -	-
Percentage to Increase or Improve Services	5.90%	6.61%	7.27%	7.62%	7.70%	7.69%	0.00%	0.00%	0.00%
SUMMARY OF STUDENT POPULATION									
Unduplicated Pupil Population									
Enrollment	620	630	563	550	585	635	-	-	-
COE Enrollment	-	-	-	-	-	-	-	-	-
Total Enrollment	620	630	563	550	585	635	0	0	0
Unduplicated Pupil Count	207	235	217	212	225	244	-	-	-
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	207	235	217	212	225	244	0	0	0
Rolling %, Supplemental Grant	29.4800%	33.0600%	36.3500%	38.1000%	38.5200%	38.4700%	0.0000%	0.0000%	0.0000%
Rolling %, Concentration Grant	29.4800%	33.0600%	36.3500%	38.1000%	38.5200%	38.4700%	0.0000%	0.0000%	0.0000%

Summary Tab

East Bay Innovation Academy (129932) - SY 2022-23 budget		6/9/2022							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
SUMMARY OF LCFF ADA									
Prior Year ADA for the Hold Harmless - (net of current year charter shift)									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
LCFF Subtotal	-	-	-	-	-	-	-	-	
NSS	-	-	-	-	-	-	-	-	
Combined Subtotal	-	-	-	-	-	-	-	-	
Current Year ADA									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	129.63	105.10	89.21	86.40	96.00	105.60	-	-	
Grades 7-8	221.94	239.70	206.07	211.20	211.20	211.20	-	-	
Grades 9-12	242.01	252.80	226.06	220.80	243.80	280.60	-	-	
LCFF Subtotal	593.58	597.60	521.34	518.40	551.00	597.40	-	-	
NSS	-	-	-	-	-	-	-	-	
Combined Subtotal	593.58	597.60	521.34	518.40	551.00	597.40	-	-	
Change in LCFF ADA (excludes NSS ADA)	593.58	597.60	521.34	518.40	551.00	597.40	-	-	
	Increase	Increase	Increase	Increase	Increase	Increase	No Change	No Change	
Funded LCFF ADA for the Hold Harmless									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	129.63	105.10	89.21	86.40	96.00	105.60	-	-	
Grades 7-8	221.94	239.70	206.07	211.20	211.20	211.20	-	-	
Grades 9-12	242.01	252.80	226.06	220.80	243.80	280.60	-	-	
Subtotal	593.58	597.60	521.34	518.40	551.00	597.40	-	-	
	Current	Current	Current	Current	Current	Current	Current	Current	
Funded NSS ADA									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
Subtotal	-	-	-	-	-	-	-	-	
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior	
NPS, CDS, & COE Operated									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
Subtotal	-	-	-	-	-	-	-	-	
ACTUAL ADA (Current Year Only)									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	129.63	105.10	89.21	86.40	96.00	105.60	-	-	
Grades 7-8	221.94	239.70	206.07	211.20	211.20	211.20	-	-	
Grades 9-12	242.01	252.80	226.06	220.80	243.80	280.60	-	-	
Total Actual ADA	593.58	597.60	521.34	518.40	551.00	597.40	-	-	
TOTAL FUNDED ADA									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	129.63	105.10	89.21	86.40	96.00	105.60	-	-	
Grades 7-8	221.94	239.70	206.07	211.20	211.20	211.20	-	-	
Grades 9-12	242.01	252.80	226.06	220.80	243.80	280.60	-	-	
Total	593.58	597.60	521.34	518.40	551.00	597.40	-	-	
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-	

Summary Tab

East Bay Innovation Academy (129932) - SY 2022-23 budget		6/9/2022							
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
PER-ADA FUNDING LEVELS									
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$	9,004	\$ 9,065	\$ 9,585	\$ 10,247	\$ 10,806	\$ 11,188	\$ 10,765	\$ 11,150
Grades 4-6	\$	8,279	\$ 8,335	\$ 8,812	\$ 9,421	\$ 9,936	\$ 10,287	\$ 9,898	\$ 10,252
Grades 7-8	\$	8,525	\$ 8,582	\$ 9,073	\$ 9,700	\$ 10,230	\$ 10,591	\$ 10,190	\$ 10,555
Grades 9-12	\$	10,136	\$ 10,205	\$ 10,788	\$ 11,534	\$ 12,163	\$ 12,593	\$ 12,117	\$ 12,551
Base Grants									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 8,624	\$ 9,088	\$ 9,410	\$ 9,751	\$ 10,100
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,225	\$ 9,552	\$ 9,898	\$ 10,252
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,498	\$ 9,834	\$ 10,190	\$ 10,555
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 10,445	\$ 11,007	\$ 11,397	\$ 11,810	\$ 12,233
Grade Span Adjustment									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 897	\$ 945	\$ 979	\$ 1,014	\$ 1,050
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 272	\$ 286	\$ 296	\$ 307	\$ 318
Prorated Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$	8,503	\$ 8,503	\$ 8,935	\$ 9,521	\$ 10,033	\$ 10,389	\$ 10,765	\$ 11,150
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,225	\$ 9,552	\$ 9,898	\$ 10,252
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,498	\$ 9,834	\$ 10,190	\$ 10,555
Grades 9-12	\$	9,572	\$ 9,572	\$ 10,057	\$ 10,717	\$ 11,293	\$ 11,693	\$ 12,117	\$ 12,551
Prorated Base Grants									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 8,624	\$ 9,088	\$ 9,410	\$ 9,751	\$ 10,100
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,225	\$ 9,552	\$ 9,898	\$ 10,252
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,498	\$ 9,834	\$ 10,190	\$ 10,555
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 10,445	\$ 11,007	\$ 11,397	\$ 11,810	\$ 12,233
Prorated Grade Span Adjustment									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 897	\$ 945	\$ 979	\$ 1,014	\$ 1,050
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 272	\$ 286	\$ 296	\$ 307	\$ 318
Supplemental Grant									
		20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$	1,701	\$ 1,701	\$ 1,787	\$ 1,904	\$ 2,007	\$ 2,078	\$ 2,153	\$ 2,230
Grades 4-6	\$	1,564	\$ 1,564	\$ 1,643	\$ 1,751	\$ 1,845	\$ 1,910	\$ 1,980	\$ 2,050
Grades 7-8	\$	1,610	\$ 1,610	\$ 1,692	\$ 1,803	\$ 1,900	\$ 1,967	\$ 2,038	\$ 2,111
Grades 9-12	\$	1,914	\$ 1,914	\$ 2,011	\$ 2,143	\$ 2,259	\$ 2,339	\$ 2,423	\$ 2,510
Actual - 1.00 ADA, Local UPP as follows:									
		29.48%	33.06%	36.35%	38.10%	38.52%	38.47%	0.00%	0.00%
Grades TK-3	\$	501	\$ 562	\$ 650	\$ 726	\$ 773	\$ 799	\$ -	\$ -
Grades 4-6	\$	461	\$ 517	\$ 597	\$ 667	\$ 711	\$ 735	\$ -	\$ -
Grades 7-8	\$	475	\$ 532	\$ 615	\$ 687	\$ 732	\$ 757	\$ -	\$ -
Grades 9-12	\$	564	\$ 633	\$ 731	\$ 817	\$ 870	\$ 900	\$ -	\$ -
Concentration Grant (>55% population)									
		50%	50%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$	4,252	\$ 4,252	\$ 5,808	\$ 6,189	\$ 6,521	\$ 6,753	\$ 6,997	\$ 7,248
Grades 4-6	\$	3,909	\$ 3,909	\$ 5,340	\$ 5,690	\$ 5,996	\$ 6,209	\$ 6,434	\$ 6,664
Grades 7-8	\$	4,025	\$ 4,025	\$ 5,498	\$ 5,858	\$ 6,174	\$ 6,392	\$ 6,624	\$ 6,861
Grades 9-12	\$	4,786	\$ 4,786	\$ 6,537	\$ 6,966	\$ 7,340	\$ 7,600	\$ 7,876	\$ 8,158
Actual - 1.00 ADA, Local UPP >55% as follows:									
		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Grades TK-3	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**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: 2022/23

To the entity that approved the charter school:

(x) 2022/23 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: 6/13/2022
 Charter School Official
 (Original signature required)
 Print Name: Michelle Cho Title: Executive Director

To the County Superintendent of Schools:

(x) 2022/23 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>510-879-8605</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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(x) 2022/23 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: 2022/23

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.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	3,417,307.23	3,708,410.17		3,708,410.17
Education Protection Account State Aid - Current Year	8012	105,500.00	103,680.00		103,680.00
State Aid - Prior Years	8019	7,002.00			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,624,800.23	1,596,770.50		1,596,770.50
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		5,154,609.45	5,408,860.67	0.00	5,408,860.67
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	66,929.00		65,000.00	65,000.00
Special Education - Federal	8181, 8182	78,750.00		70,375.00	70,375.00
Child Nutrition - Federal	8220	27,110.92		33,412.50	33,412.50
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	1,340,953.50		414,950.31	414,950.31
Total, Federal Revenues		1,513,743.42	0.00	583,737.81	583,737.81
3. Other State Revenues					
Special Education - State	StateRevSE	482,202.50		550,128.00	550,128.00
All Other State Revenues	StateRevAO	937,854.17	122,785.01	896,651.25	1,019,436.26
Total, Other State Revenues		1,420,056.67	122,785.01	1,446,779.25	1,569,564.26
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	336,462.28	249,388.83	425,360.00	674,748.83
Total, Local Revenues		336,462.28	249,388.83	425,360.00	674,748.83
5. TOTAL REVENUES					
		8,424,871.82	5,781,034.50	2,455,877.06	8,236,911.56
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,720,042.37	2,123,119.56	676,555.15	2,799,674.71
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	872,048.19	440,250.00	288,500.00	728,750.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		3,592,090.56	2,563,369.56	965,055.15	3,528,424.71
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	200,160.00	32,000.00	145,600.00	177,600.00
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	245,000.00	228,800.00	27,200.00	256,000.00
Clerical and Office Salaries	2400	158,812.50	125,000.00	82,320.00	207,320.00
Other Non-certificated Salaries	2900	58,737.71	239,500.00	25,500.00	265,000.00
Total, Non-certificated Salaries		662,710.21	625,300.00	280,620.00	905,920.00

**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.	
3. Employee Benefits					
STRS	3101-3102	575,452.91	484,612.14	189,316.98	673,929.12
PERS	3201-3202		0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	103,174.64	86,906.45	33,950.59	120,857.04
Health and Welfare Benefits	3401-3402	340,200.00	249,525.28	97,478.72	347,004.00
Unemployment Insurance	3501-3502	22,274.00	16,666.23	6,510.77	23,177.00
Workers' Compensation Insurance	3601-3602	42,548.01	31,886.70	12,456.75	44,343.45
OPEB, Allocated	3701-3702		0.00	0.00	0.00
OPEB, Active Employees	3751-3752		0.00	0.00	0.00
Other Employee Benefits	3901-3902	10,662.63	8,808.79	3,441.21	12,250.00
Total, Employee Benefits		1,094,312.18	878,405.57	343,155.03	1,221,560.61
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	12,386.00	13,750.00		13,750.00
Books and Other Reference Materials	4200	2,997.55	11,600.00		11,600.00
Materials and Supplies	4300	148,860.00	130,220.00		130,220.00
Noncapitalized Equipment	4400	107,625.40	18,800.00	188,600.00	207,400.00
Food	4700	85,459.78	5,100.00	66,825.00	71,925.00
Total, Books and Supplies		357,328.73	179,470.00	255,425.00	434,895.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	7,000.00	12,000.00	5,202.00	17,202.00
Dues and Memberships	5300	12,761.03	13,016.25	0.00	13,016.25
Insurance	5400	75,442.00	92,465.00	0.00	92,465.00
Operations and Housekeeping Services	5500	221,600.00	203,232.00	20,000.00	223,232.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	475,860.00	247,130.00	260,310.00	507,440.00
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services & Operating Expend.	5800	886,146.63	922,789.52	343,595.68	1,266,385.20
Communications	5900	24,600.00	25,092.00	0.00	25,092.00
Total, Services and Other Operating Expenditures		1,703,409.65	1,515,724.77	629,107.68	2,144,832.45
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		7,409,851.34	5,762,269.90	2,473,362.87	8,235,632.77
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,015,020.49	18,764.60	(17,485.81)	1,278.80

Revised 06/19

**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.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(17,485.81)	17,485.81	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(17,485.81)	17,485.81	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		1,015,020.49	1,278.79	0.00	1,278.80
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,061,078.91	2,076,103.49		2,076,103.49
b. Adjustments/Restatements to Beginning Balance	9793, 9795	4.09			0.00
c. Adjusted Beginning Balance		1,061,083.00	2,076,103.49	0.00	2,076,103.49
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,076,103.49	2,077,382.28	0.00	2,077,382.29
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	370,492.57	411,781.64		411,781.64
Unassigned / Unappropriated Amount	9790	1,705,610.92	1,665,600.64	0.00	1,665,600.65

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

Charter School Name:	East Bay Innovation Academy
(name continued)	
CDS #:	01-61259-0129932
Charter Approving Entity:	Oakland Unified School District
County:	Alameda
Charter #:	1620
Fiscal Year:	2022/23

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 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	3,708,410.17	0.00	3,708,410.17	4,272,164.69	4,896,774.29
Education Protection Account State Aid - Current Year	8012	103,680.00	0.00	103,680.00	110,200.00	119,480.00
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	1,596,770.50	0.00	1,596,770.50	1,697,184.69	1,840,105.51
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		5,408,860.67	0.00	5,408,860.67	6,079,549.38	6,856,359.80
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	65,000.00	65,000.00	66,550.00	72,307.00
Special Education - Federal	8181, 8182	0.00	70,375.00	70,375.00	68,750.00	73,125.00
Child Nutrition - Federal	8220	0.00	33,412.50	33,412.50	35,538.75	38,576.25
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	414,950.31	414,950.31		
Total, Federal Revenues		0.00	583,737.81	583,737.81	170,838.75	184,008.25
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	550,128.00	550,128.00	576,860.00	614,908.00
All Other State Revenues	StateRevAO	122,785.01	896,651.25	1,019,436.26	398,038.44	406,813.72
Total, Other State Revenues		122,785.01	1,446,779.25	1,569,564.26	974,898.44	1,021,721.72
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	249,388.83	425,360.00	674,748.83	660,172.40	584,287.49
Total, Local Revenues		249,388.83	425,360.00	674,748.83	660,172.40	584,287.49
5. TOTAL REVENUES		5,781,034.50	2,455,877.06	8,236,911.56	7,885,458.98	8,646,377.26
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,123,119.56	676,555.15	2,799,674.71	2,819,289.95	2,966,733.34
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00		
Certificated Supervisors' and Administrators' Salaries	1300	440,250.00	288,500.00	728,750.00	952,750.00	981,332.50
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		2,563,369.56	965,055.15	3,528,424.71	3,772,039.95	3,948,065.84
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	32,000.00	145,600.00	177,600.00	182,928.00	188,415.84
Non-certificated Support Salaries	2200	0.00	0.00	0.00		
Non-certificated Supervisors' and Administrators' Sal.	2300	228,800.00	27,200.00	256,000.00	240,080.00	247,282.40
Clerical and Office Salaries	2400	125,000.00	82,320.00	207,320.00	128,750.00	132,612.50
Other Non-certificated Salaries	2900	239,500.00	25,500.00	265,000.00	144,200.00	217,484.50
Total, Non-certificated Salaries		625,300.00	280,620.00	905,920.00	695,958.00	785,795.24

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

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

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	484,612.14	189,316.98	673,929.12	720,459.63	754,080.58
PERS	3201-3202	0.00	0.00	0.00		0.00
OASDI / Medicare / Alternative	3301-3302	86,906.45	33,950.59	120,857.04	108,306.37	117,745.29
Health and Welfare Benefits	3401-3402	249,525.28	97,478.72	347,004.00	374,764.32	436,490.21
Unemployment Insurance	3501-3502	16,666.23	6,510.77	23,177.00	21,371.00	22,876.00
Workers' Compensation Insurance	3601-3602	31,886.70	12,456.75	44,343.45	44,679.98	47,338.61
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	8,808.79	3,441.21	12,250.00	11,437.50	11,780.63
Total, Employee Benefits		878,405.57	343,155.03	1,221,560.61	1,281,018.80	1,390,311.31
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	13,750.00	0.00	13,750.00	14,917.50	16,516.35
Books and Other Reference Materials	4200	11,600.00	0.00	11,600.00	11,832.00	12,484.80
Materials and Supplies	4300	130,220.00	0.00	130,220.00	139,978.68	150,124.58
Noncapitalized Equipment	4400	18,800.00	188,600.00	207,400.00	143,634.00	146,206.68
Food	4700	5,100.00	66,825.00	71,925.00	76,279.50	82,458.54
Total, Books and Supplies		179,470.00	255,425.00	434,895.00	386,641.68	407,790.95
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	12,000.00	5,202.00	17,202.00	17,546.04	17,896.96
Dues and Memberships	5300	13,016.25	0.00	13,016.25	13,276.57	13,542.10
Insurance	5400	92,465.00	0.00	92,465.00	105,740.66	117,073.89
Operations and Housekeeping Services	5500	203,232.00	20,000.00	223,232.00	207,296.64	211,442.57
Rentals, Leases, Repairs, and Noncap. Improvements	5600	247,130.00	260,310.00	507,440.00	526,476.07	540,047.05
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	922,789.52	343,595.68	1,266,385.20	849,112.86	888,864.56
Communications	5900	25,092.00	0.00	25,092.00	25,593.84	26,105.72
Total, Services and Other Operating Expenditures		1,515,724.77	629,107.68	2,144,832.45	1,745,042.69	1,814,972.86
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,762,269.90	2,473,362.87	8,235,632.77	7,880,701.12	8,346,936.20
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		18,764.60	(17,485.81)	1,278.80	4,757.86	299,441.06

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

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

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(17,485.81)	17,485.81	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(17,485.81)	17,485.81	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		1,278.79	0.00	1,278.80	4,757.86	299,441.06
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,076,103.49	0.00	2,076,103.49	2,077,382.29	2,082,140.14
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		2,076,103.49	0.00	2,076,103.49	2,077,382.29	2,082,140.14
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,077,382.28	0.00	2,077,382.29	2,082,140.14	2,381,581.20
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	411,781.64	0.00	411,781.64	394,035.06	417,346.81
Undesignated / Unappropriated Amount	9790	1,665,600.64	0.00	1,665,600.65	1,688,105.09	1,964,234.39