



East Bay Innovation Academy

Board Meeting

Date and Time

Wednesday December 17, 2014 at 8:00 PM PST

Location

3400 Malcolm Ave, Oakland 94605

This week's meeting will include an update on key performance metrics from the school. We will also spend the majority of our time considering Board structure, roles and our approach to Development. Thank you in advance for your participation!

Agenda

| | Purpose | Presenter | Time |
|--|-----------------|---------------|----------------|
| I. Opening Items | | | 8:00 PM |
| Opening items | | | |
| A. Record Attendance and Guests | | | |
| B. Call the Meeting to Order | | | |
| C. Approve Minutes | Approve Minutes | Tali Levy | 5 m |
| Approve minutes for Board Meeting on November 19, 2014 | | | |
| II. Academic Excellence | | | 8:05 PM |
| Academic Excellence Agenda Stock Description | | | |
| A. School Update | FYI | Devin Krugman | 15 m |
| III. Board Expansion Committee | | | 8:20 PM |
| Board Expansion Committee Agenda Stock Description | | | |
| A. Discuss potential new members (if any) | Vote | Tom Pryor | 5 m |

| | Purpose | Presenter | Time |
|---|---------|-----------------------------|----------------|
| IV. Development | | | 8:25 PM |
| Development Agenda Stock Description | | | |
| A. Development Strategy | Discuss | Laurie Jacobson Jones | 15 m |
| B. Proposed: Development Director Position | FYI | Laurie Jacobson Jones | 5 m |
| V. Governance | | | 8:45 PM |
| A. Board Roles and Commitments | Vote | Tom Pryor | 5 m |
| B. CY 2015 Board Meeting Schedule | Vote | Laurie Jacobson Jones | 5 m |
| VI. Finance | | | 8:55 PM |
| Finance Agenda Stock Description | | | |
| A. Monthly Budget vs. Actuals | FYI | Dena Koren | 5 m |
| VII. Other Business | | | 9:00 PM |
| A. Consent Agenda | Vote | Laurie Jacobson Jones | 5 m |
| VIII. Closing Items | | | 9:05 PM |
| A. Public Comment (if any) | FYI | Laurie Jacobson Jones | 5 m |
| B. Adjourn Meeting | Vote | | |

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on November 19, 2014

APPROVED



East Bay Innovation Academy

Minutes

Board Meeting

Date and Time

Wednesday November 19, 2014 at 8:00 PM

Location

3400 Malcolm Ave, Oakland 94605

Directors Present

Amber Banks, Ken Berrick, Laurie Jacobson Jones, Rochelle Benning, Tali Levy, Tom Pryor

Directors Absent

Kim Smith

Directors who arrived after the meeting opened

Ken Berrick, Tom Pryor

Guests Present

David Philhower, Dena Koren, Devin Krugman

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

Laurie Jacobson Jones called a meeting of the board of directors of East Bay Innovation Academy to order on Wednesday Nov 19, 2014 at 8:04 PM.

C.

Adjourn Open Session

II. Closed Session - pursuant to Section 54957

A. Call Closed Session to Order

Tom Pryor arrived.
Closed session called to order at 8:08 p.m.

B. Anticipated Litigation

Ken Berrick arrived.

C. Public Employment TITLE: Head of School

D. Adjourn Closed Session

Adjourn closed session at 8:35.

III. Open Session

A. Call Meeting to Order

Open session called to order at 8:37 p.m.

B. Record Attendance

Members present: L. Jacobson Jones, R. Benning, A. Banks, T. Pryor, K. Berrick, T. Levy

C. Approve Minutes

Rochelle Benning made a motion to approve minutes from the Board Meeting on 10-15-14 Board Meeting on 10-15-14.
Amber Banks seconded the motion.
The board **VOTED** unanimously to approve the motion.
K. Berrick abstained.

IV. Development

A. Development Strategy Update

Laurie Jacobson Jones presented an update on development. \$500K is needed this year to stabilize EBIA through year 3. The giving campaign was launched this week. A February Spin-a-thon event is in the works.

B. Proposed Board Development Committee

Establishing a Board Development Committee, and hiring a staff Development Director were both discussed as necessary starting points. Action Item: Laurie Jacobson Jones to

craft job description for part time Development Director position. Board Development Committee will be formed at the next scheduled meeting.

V. Academic Excellence

A. School Report

D. Krugman presented a scorecard on EBIA metrics and how EBIA is meeting its targets. D. Philhower addressed lessons learned during the first Intersession, and goals for the next two Intersessions.

VI. Operations

A. 2015/16 Student Recruitment Update

L. Jones gave the Board a student recruitment update. The applications period launched on Nov. 1 and is open to February 20. There will likely be a lottery for 2015/16 admissions. Outreach throughout Oakland will start at the beginning of January.

B. Hiring Update

L. Jones presented a hiring update. There are currently four openings, and we are currently recruiting for those positions.

VII. Finance Report

A. October 2014 Budget vs Actuals

D. Koran presented the budget with explanations for changes to the budget based on actual expenses and revenue. D. Koran presented a proposed 2014/15 annual budget.

B. Updated 2014/15 Budget

The budget proposed by D. Koran will need to be modified to reflect a change in expected janitorial expenses, as well as the anticipated fundraising goal.

Rochelle Benning made a motion to accept the proposed 2014/15 budget, subject to changes discussed (janitorial and fundraising.).

Tom Pryor seconded the motion.

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

C. Bridge Loans for December

Amber Banks made a motion to approve the two promissory notes.

Ken Berrick seconded the motion.

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

Laurie Jacobson Jones and Rochelle Benning abstained from the vote.

VIII. Board Committees

A. Board Roles and Commitment

Table discussion on Board agreement to next Board meeting.

B. Review and Approve New Members (if any)

T. Pryor presented update on Board Development pipeline.

C. Executive Management Committee

Tabled until next meeting.

IX. Other Business

A. Independent Study Policy Proposal

Laurie Jacobson Jones presented the Independent Study Policy Proposal. Action Item: K. Berrick to investigate the maximum term of Independent Study permitted by the Education Code.

Rochelle Benning made a motion to to adopt the Independent Study Policy, subject to changes in maximum term in compliance with the Education Code.

Amber Banks seconded the motion.

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

X. Closing Items

A. Public Comment - 3 minutes per person

There was no public comment, other than to direct the Board to an item on the agenda which had been skipped. That item, Operations, was then addressed.

B. Adjourn Meeting

Laurie Jacobson Jones made a motion to to adjourn.

Rochelle Benning seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:55 PM.

Respectfully Submitted,

Tali Levy

Coversheet

School Update

Section: II. Academic Excellence
Item: A. School Update
Purpose: FYI
Submitted by:
Related Material: 121714 EBIA School Update.pdf



EAST BAY
INNOVATION
ACADEMY

School Update

December 2014 Board Meeting
Devin Krugman

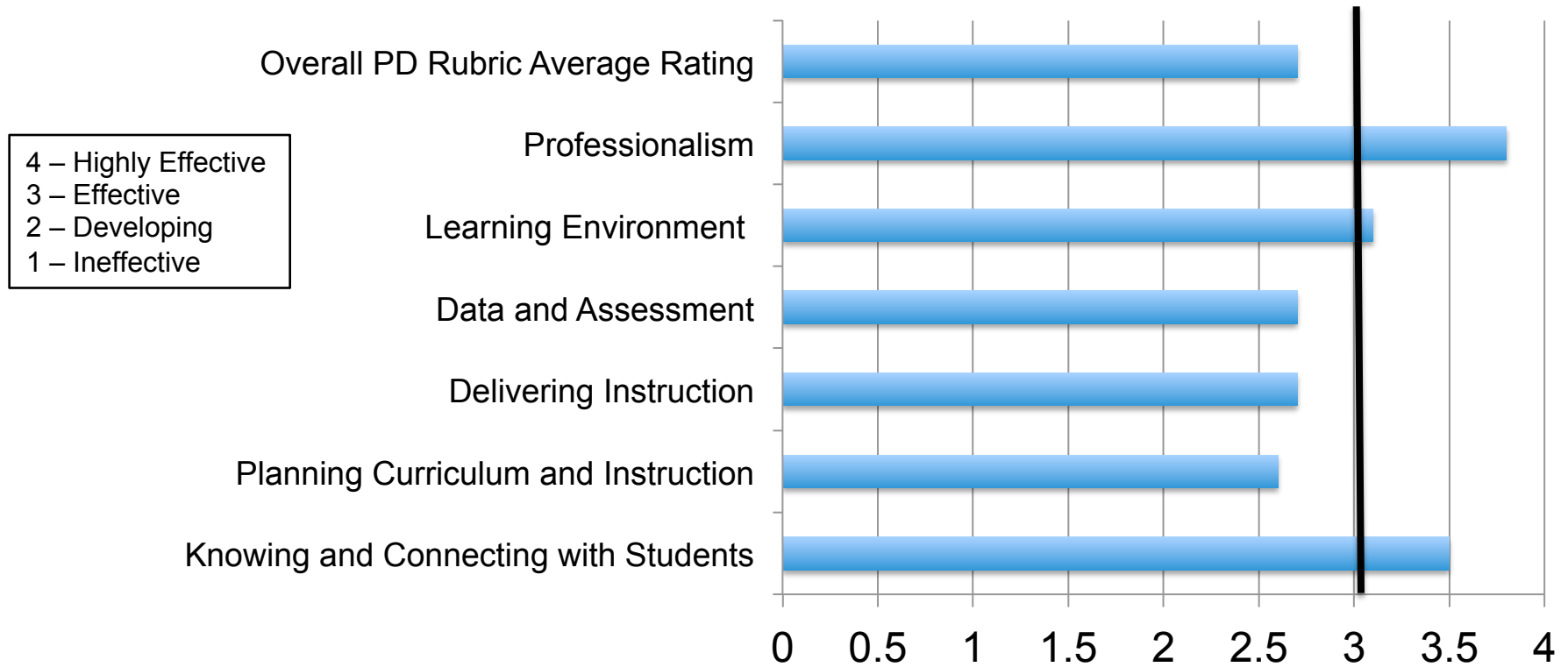
EBIA Scorecard: November 2014

| 2014/15 Enrollment | Current Enrollment | Net Change | Core Numbers | | | | | | |
|--------------------|--------------------|------------|--------------|------------|---------|---------|-------|-----|--------------|
| | | | Arrivals | Departures | Open HC | IEP/504 | FRL % | ELL | Gender |
| 216 | 213 | -3 | 2 | 5 | 11 | 18% | 15% | 5% | 42%F 58%M |

| Metric | Current | Target | Commentary / Action Plans |
|--------------------------|------------------|------------------|---|
| ADA | 98% | 95% | |
| Budget vs. Actuals | 1.5%* | 4% | Variance as % of plan *September |
| Fundraising Target | \$11,750 | \$500K | By April 2015 |
| Instruction Index | 3 of 6 Effective | 5 of 6 Effective | Planning and delivering, learning environment, knowing and connecting with students, professionalism, Data and Assessment |
| Suspensions In/Out | 5/3 | <22 | Property damage, controlled substance |
| Expulsions | 0 | <3 | |
| Net Promoter (Satisfied) | 91% | 90% | Survey 10/9/14 |

EBIA Teacher Development

Fall 2014



Strengths: Integration of Technology, Collaborative Practice

Areas of Growth: Project-Based Learning, Formative Assessment

Professional Development Next Steps: Instructional Rounds, Micro PD, Peer Observation

Coversheet

Development Strategy

Section: IV. Development
Item: A. Development Strategy
Purpose: Discuss
Submitted by: Laurie Jacobson Jones
Related Material: EBIA Development Update Nov 2014.pdf

BACKGROUND:

This was presented last month. The purpose of this discussion is to devise a strategy in this area.

The purpose of this document is to support consideration of the EBIA board of trustees and other fundraising volunteers to design and implement a plan for EBIA to:

- Raise funds for the first year of operation (14-15) (~\$110K to cover year one gap, \$500K to stabilize through Year 3)
- Develop the structures and relationships necessary to continue effective fundraising during subsequent years.

How might we...

- Educate and involve the full governing board in Development?
- Create a fundraising plan?
- Begin relationship building with and solicitation of potential individual donors?
- Begin relationship building with and solicitation of foundations?
- Begin relationship building with corporations?
- Develop marketing and fundraising materials?

Activity to Date

We have had an initial meeting of the PAC Development team and have groups supporting an individual giving campaign, grants and merchant programs. We have also secured a subscription to Bloomerang for donor and opportunity management. Here is a summary of other activity to date:

Community

1. Giving Campaign – Nov/Dec 2014
2. Community Events – Spin-a-thon – February 2015
3. “Free Money” Programs (Smile, eScrip, etc) - Launched
4. Speaker Series - 2015
5. Donors Choose – ad-hoc

Corporations and Foundations

1. Employee Matching Requests (giving campaign)
2. Corporate Foundations and Grants
 - Received: Rogers \$10K
 - Pending Requests: PG&E \$10k, Bayer\$10k, Banks \$10k
 - Upcoming: NGLC/Rogers
3. Initial discussions with “STEAM” organizations (programs, donations, volunteering) - TBC

Ideas for Consideration

- Establish a Board Development Committee
- Board Training
- Hire Dedicated Staff
 - Strategic Grants Advisor – part time – Opportunity identification and advice
 - Development Director
- Establish an EBIA Foundation

Coversheet

Proposed: Development Director Position

Section: IV. Development
Item: B. Proposed: Development Director Position
Purpose: FYI
Submitted by: Laurie Jacobson Jones
Related Material: Director of Development.docx

BACKGROUND:

This role was discussed at our last meeting.

RECOMMENDATION:

In response to our need for more expertise and leadership in this areas, it is proposed that we hire a part time director of development for EBIA



EAST BAY INNOVATION ACADEMY

DIRECTOR OF DEVELOPMENT

East Bay Innovation Academy is seeking a highly motivated and dedicated development professional who will advance the mission and goals of the schools. The Director of Development will lead efforts in a fast-paced development environment by planning and overseeing all fundraising activities across our school community, corporate partnerships and institutional funders.

The Director of Development will report directly to the Head of School and work closely with members of the administration and Board of Trustees, in developing a master plan for advancement. This position supports the ongoing effort to communicate SHS' philosophy and mission, values, goals and achievements to its various constituencies bringing all members of the larger community into the effort of building the school's future by contributing time, talents and financial support. Initially, this position is part time (~20/hours per week on average)

East Bay Innovation Academy is a 6-12 college preparatory public charter school in Oakland, CA with a mission of preparing 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. Through personalization and project-based learning, and leveraging best practices in curriculum design and technology, EBIA engages students in 21st Century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world. We have a collaborative, multi-disciplinary model that incorporates technology, blended learning, social-emotional learning, service learning and data driven instruction. We serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics in the surrounding area.

POSITION RESPONSIBILITIES

- Design and implement short-term and long-term strategic plans for annual giving, community events, corporate relationships and institutional giving
- Work with EBIA faculty to understand areas of need and develop a case for support
- Partner with the Head of School and key stakeholders to cultivate and solicit constituents of EBIA, resulting in gifts to the EBIA and a solid, ongoing donor base
- Coordinate efforts of EBIA staff and volunteers for all the fundraising activities at EBIA, including research, solicitation, events and campaigns
- Develop appropriate materials to be used for various campaigns and appeals
- Leverage Bloomerang and other systems and processes for monitoring donor research, solicitation cycles, projections and outcomes
- Deliver regular reports to the Head of School and Board of Trustees showing goals, results and attention to development budgets
- Build and maintain relationships with the Board and individual major donors.
- Represent EBIA to the community-at-large at appropriate meetings, activities and special events as one of chief spokespersons for the school.
- In keeping with its missions, develop a culture of philanthropy at EBIA, which will position the school for continued growth

QUALIFICATIONS

Required

- Minimum of 8-10 years of progressive development experience with proven track record of development success with new and growing organizations.
- Strong management experience overseeing a distributed team of school staff and volunteers.
- Demonstrated ability to create and implement strategy and plans for growth of funding sources, leveraging existing donors and building new partnerships
- Experience mobilizing key volunteers and stakeholders, identifying individual abilities to serve as fundraising assets for EBIA
- Experience working with senior administrative leaders and professionals
- Knowledge of best fundraising standards and practices
- Demonstrated experience in producing publications and communications materials, including financial information
- Understanding and appreciation for the mission and vision of EBIA and the EBIA community
- Expertise with technology including fundraising software tools, Google Drive, Dropbox, Microsoft Office programs
- Self-directed, motivated, enterprising and energetic
- Exceptional communication skills, verbal and written



Preferred

- Successful development experience for K-12 organizations, with an emphasis in STEM and Innovative education.

APPLICATION PROCESS

We are strongly committed to hiring a diverse and multicultural staff. Please send a resume, compelling letter of interest and salary requirements via email to jobs@eastbayia.org. Thank you for your interest in this position.

Coversheet

Board Roles and Commitments

Section: V. Governance
Item: A. Board Roles and Commitments
Purpose: Vote
Submitted by:
Related Material: EBIABoardRolesandCommitments2014.pdf



BOARD OF DIRECTORS STATEMENT OF AGREEMENT

As a board member of the East Bay Innovation Academy, I understand that my duties and responsibilities include the following:

1. I am morally responsible for the health and well-being of the East Bay Innovation Academy. As a member of the board, I have pledged myself to carry out the school's mission. I am fully committed and dedicated to this mission.
2. I am morally responsible for ensuring the instructional program of the school is effective and is focused on rigorous goals for student performance.
3. I am responsible, along with other board members, for carrying out the terms of the charters that have been granted to the East Bay Innovation Academy by the Oakland Unified School District.
4. I am fiscally responsible, with other board members, for the East Bay Innovation Academy. It is my duty to know and understand the school's budgets and to take an active part in planning and executing the budget.
5. I will give what is for me a significant financial donation to support the operation of the school. I will set a fundraising goal each year and will actively engage in fundraising for the East Bay Innovation Academy in whatever ways are best suited to me. These may include individual solicitation, undertaking the planning and executing of special events, writing mail appeals, and the like. I may also secure in-kind gifts for the school that will count toward my fundraising goal. There is no set amount of money that I must raise because I am making a good faith agreement to do my best to raise funds for the school.
6. I will attend at least six (6) regular board meetings every year and will be available for phone/email consultation. I will also attend an annual board retreat and adequate charter school governance and other applicable trainings.
7. I will serve on at least one board committee, attend those meetings as scheduled, and participate fully.

8. I will act in accordance to the East Bay Innovation Academy Board of Directors norms of interaction and will always act with the school's best interest in mind.
9. I understand that every other board member is trusting each other to carry out the above agreement to the best of our ability, each in our own way, with knowledge, approval, and support of all. I know that if I fail to act in good faith I must resign or will be asked to resign.

In turn, the East Bay Innovation Academy is responsible to me in a number of ways:

1. I will be sent, without request, regular student and school performance data and financial reports that allow me to meet the "prudent person" section of the law.
2. When appropriate and when in the context of board business, I can call the executive director to discuss programs and policies and the goals and objectives of the school.
3. Board members and the executive director will respond in a straightforward and thorough fashion to any questions that I may have that I feel are necessary to carry out my legal, educational, financial, and moral responsibilities to this organization.

Board Member Signature

Date

Printed Name

Address

City

Zip

Home Number

Work Number

Cell Number

Coversheet

CY 2015 Board Meeting Schedule

Section: V. Governance
Item: B. CY 2015 Board Meeting Schedule
Purpose: Vote
Submitted by: Laurie Jacobson Jones
Related Material: EBIA 2015 Board Meeting Schedule.docx

BACKGROUND:

10 scheduled meetings/year Generally the 3rd Wednesday of the month with the exception of January.



EBIA 2015 Board Meeting Schedule

Draft

| | |
|-----------|----------|
| January | 1/14/15* |
| February | 2/18/15 |
| March | 3/18/15 |
| April | 4/15/15 |
| May | 5/13/15 |
| June | 6/17/15 |
| July | Break |
| August | 8/19/15 |
| September | 9/16/15 |
| October | 10/14/15 |
| November | 11/18/15 |
| December | Break |

All meetings held from 8-9:30pm at EBIA 3400 Malcolm Ave, Oakland CA 94605

Coversheet

Monthly Budget vs. Actuals

Section: VI. Finance
Item: A. Monthly Budget vs. Actuals
Purpose: FYI
Submitted by: Dena Koren
Related Material: EBIA-1415 Nov CF-dk-20141215.pdf
EBIA-1415 Nov IS and YTD-dk-20141215.pdf
EBIA-Dec Board Meeting-dk-20141217-1.pdf

East Bay Innovation Academy
 Monthly Cash Forecast
 As of November 30, 2014

| | 2014/15 | | | | | | | | | | | | Forecast | AP/AR |
|--|------------------|------------------|------------------|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|
| | Projected | | | | | | | | | | | | | |
| | Jul Actual | Aug Actual | Sep Actual | Oct Actual | Nov Actual | Dec Projected | Jan Projected | Feb Projected | Mar Projected | Apr Projected | May Projected | Jun Projected | | |
| Beginning Cash | 16,264 | 187,401 | 14,239 | 62,000 | 190,767 | 47,015 | 4,532 | 40,382 | (60,838) | (53,876) | 89,958 | 45,948 | | |
| Revenue | | | | | | | | | | | | | | |
| General Block Grant | - | - | - | 567,798 | - | - | 338,452 | 40,915 | 131,611 | 106,613 | 96,971 | 96,971 | 1,512,277 | 132,946 |
| Federal Income | 26,275 | - | - | 18,725 | - | - | 48,196 | 3,196 | 3,196 | 48,196 | 3,196 | 5,696 | 326,445 | 169,772 |
| Other State Income | - | - | - | - | - | - | 279 | 279 | 18,946 | 18,946 | 11,890 | 858 | 126,873 | 75,674 |
| Local Revenues | 0 | 0 | 0 | 278 | 0 | (0) | (0) | (0) | (0) | (0) | (0) | (0) | 278 | - |
| Fundraising and Grants | - | 84 | 100 | 2,950 | 3,627 | - | - | - | - | 144,673 | - | - | 151,434 | - |
| Total Revenue | 26,275 | 84 | 100 | 589,751 | 3,627 | (0) | 386,927 | 44,390 | 153,753 | 318,428 | 112,057 | 103,525 | 2,117,307 | 378,391 |
| Expenses | | | | | | | | | | | | | | |
| Compensation & Benefits | 27,509 | 81,170 | 104,493 | 126,898 | 104,166 | 105,224 | 113,386 | 106,318 | 106,318 | 104,971 | 104,971 | 101,784 | 1,177,917 | (9,291) |
| Books & Supplies | 87,288 | 26,516 | 11,432 | 7,413 | 6,113 | 15,894 | 11,044 | 5,644 | 8,250 | 5,644 | 6,044 | 6,250 | 197,529 | (0) |
| Services & Other Operating Ex | 71,974 | 51,298 | 30,530 | 97,335 | 41,609 | 44,604 | 95,053 | 37,053 | 35,628 | 67,384 | 48,458 | 44,590 | 696,441 | 30,926 |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 186,771 | 158,983 | 146,454 | 231,646 | 151,887 | 165,721 | 219,482 | 149,015 | 150,196 | 177,999 | 159,473 | 152,624 | 2,071,887 | 21,636 |
| Operating Cash Inflow (Outflow) | (160,496) | (158,899) | (146,354) | 358,105 | (148,260) | (165,722) | 167,445 | (104,625) | 3,557 | 140,429 | (47,416) | (49,099) | 45,419 | 356,756 |
| Revenues - Prior Year Accrual | 42,672 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accrual | (28,791) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Current | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current Year | 63,852 | (16,543) | (1,272) | (31,683) | (94) | (15,167) | - | - | - | - | - | - | - | - |
| Summerholdback for Teachers | - | 2,280 | 3,519 | 2,346 | 4,603 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 |
| Loans Payable (Current) | - | - | 200,000 | (200,000) | - | 135,000 | (135,000) | - | - | - | - | - | - | - |
| Loans Payable (Long Term) | 250,000 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreci | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Changes | 3,901 | - | (8,132) | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 187,401 | 14,239 | 62,000 | 190,767 | 47,015 | 4,532 | 40,382 | (60,838) | (53,876) | 89,958 | 45,948 | 254 | | |

East Bay Innovation Academy
 Monthly Cash Forecast
 As of November 30, 2014

| | 2015/16 | | | | | | | | | | | | Forecast | AP/AR |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|
| | Projected | | | | | | | | | | | | | |
| | Jul Projected | Aug Projected | Sep Projected | Oct Projected | Nov Projected | Dec Projected | Jan Projected | Feb Projected | Mar Projected | Apr Projected | May Projected | Jun Projected | | |
| Beginning Cash | 254 | 33,856 | (65,397) | (289,563) | (114,795) | (215,016) | (335,265) | (267,187) | (327,400) | (423,864) | 20,498 | (10,451) | | |
| Revenue | | | | | | | | | | | | | | |
| General Block Grant | - | 77,035 | 97,819 | 339,173 | 128,964 | 128,964 | 236,472 | 128,964 | 181,932 | 336,429 | 142,835 | 142,835 | 2,277,852 | 336,429 |
| Federal Income | - | - | - | - | - | - | 9,482 | 6,282 | 10,753 | 38,953 | 10,753 | 10,753 | 218,045 | 131,071 |
| Other State Income | 4,667 | 4,667 | 9,109 | 9,109 | 9,109 | 9,109 | 10,455 | 18,421 | 9,071 | 9,071 | 17,037 | 9,071 | 200,720 | 81,823 |
| Local Revenues | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| Fundraising and Grants | - | - | - | - | - | - | - | - | - | 250,000 | - | - | 250,000 | - |
| Total Revenue | 4,667 | 81,702 | 106,928 | 348,282 | 138,073 | 138,073 | 256,409 | 153,667 | 201,756 | 634,453 | 170,624 | 162,659 | 2,946,617 | 549,323 |
| Expenses | | | | | | | | | | | | | | |
| Compensation & Benefits | 51,822 | 157,598 | 166,460 | 161,773 | 160,992 | 160,992 | 167,241 | 161,773 | 161,773 | 158,963 | 158,963 | 184,108 | 1,852,459 | - |
| Books & Supplies | 27,630 | 56,534 | 67,642 | 8,538 | 8,538 | 14,750 | 8,538 | 8,538 | 14,750 | 8,538 | 8,538 | 14,750 | 252,181 | 4,895 |
| Services & Other Operating Exp | 12,204 | 31,467 | 91,655 | 42,867 | 79,359 | 82,616 | 40,965 | 38,232 | 126,777 | 36,419 | 39,153 | 82,387 | 746,811 | 42,711 |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 91,656 | 245,600 | 325,757 | 213,178 | 248,889 | 258,358 | 216,744 | 208,543 | 303,300 | 203,921 | 206,654 | 281,246 | 2,851,450 | 47,606 |
| Operating Cash Inflow (Outflow) | (86,990) | (163,898) | (218,829) | 135,104 | (110,815) | (120,284) | 39,665 | (54,875) | (101,544) | 430,532 | (36,030) | (118,587) | 95,166 | 501,717 |
| Revenues - Prior Year Accrual | 178,122 | 59,565 | - | 45,000 | 15,932 | 5,372 | 33,750 | - | - | 8,750 | - | - | - | - |
| Expenses - Prior Year Accrual | (21,636) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Current | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current Year | \$0.00 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Summerholdback for Teachers | (35,896) | 5,080 | 5,080 | 5,080 | 5,080 | 5,080 | 5,080 | 5,080 | 5,080 | 5,080 | 5,080 | 5,080 | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Long Term) | - | - | (10,417) | (10,417) | (10,417) | (10,417) | (10,417) | (10,417) | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreci | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Changes | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 33,856 | (65,397) | (289,563) | (114,795) | (215,016) | (335,265) | (267,187) | (327,400) | (423,864) | 20,498 | (10,451) | (123,959) | | |

East Bay Innovation Academy

Budget vs. Actuals

As of November 30, 2014

| | Actual | | | Budget vs. Actual | | | Budget | | | |
|---|------------------|-----------------|------------------|-------------------|------------------|------------------------------|----------------------------|------------------|-----------------------------------|--------------------|
| | Sep | Oct | Nov | Actual YTD | Forecast YTD | Variance (YTD less Forecast) | November Reapproved Budget | Current Forecast | Variance (Prev vs. Curr Forecast) | Forecast Remaining |
| SUMMARY | | | | | | | | | | |
| Revenue | | | | | | | | | | |
| General Block Grant | - | 567,798 | - | 567,798 | 567,798 | - | 1,512,277 | 1,512,277 | - | 944,479 |
| Federal Revenue | - | 18,725 | - | 45,000 | 45,000 | - | 326,445 | 326,445 | - | 281,446 |
| Other State Revenues | - | - | - | - | - | - | 126,873 | 126,873 | - | 126,873 |
| Local Revenues | 0 | 278 | 0 | 278 | 83 | 195 | 278 | 278 | - | (0) |
| Fundraising and Grants | 100 | 2,950 | 3,627 | 6,761 | 2,003 | 4,758 | 151,434 | 151,434 | - | 144,673 |
| Total Revenue | 100 | 589,751 | 3,627 | 619,836 | 614,884 | 4,952 | 2,117,307 | 2,117,307 | - | 1,497,470 |
| Expenses | | | | | | | | | | |
| Compensation and Benefits | 104,493 | 126,898 | 104,166 | 444,235 | 435,957 | (8,279) | 1,198,310 | 1,177,917 | 20,393 | 733,682 |
| Books and Supplies | 11,432 | 7,413 | 6,113 | 138,762 | 147,003 | 8,242 | 194,729 | 197,529 | (2,800) | 58,768 |
| Services and Other Operating Exp. | 30,530 | 97,335 | 41,609 | 292,745 | 291,342 | (1,403) | 678,848 | 696,441 | (17,593) | 403,696 |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 146,454 | 231,646 | 151,887 | 875,742 | 874,302 | (1,440) | 2,071,887 | 2,071,887 | (0) | 1,196,145 |
| Operating Income (excluding Depreciation) | (146,354) | 358,105 | (148,260) | (255,906) | (259,418) | 3,512 | 45,419 | 45,419 | (0) | 301,325 |
| <i>Operating Income (including Depreciation)</i> | <i>(146,354)</i> | <i>358,105</i> | <i>(148,260)</i> | <i>(255,906)</i> | <i>(259,418)</i> | <i>3,512</i> | <i>45,419</i> | <i>45,419</i> | <i>(0)</i> | <i>301,325</i> |
| Fund Balance | | | | | | | | | | |
| Beginning Balance (Unaudited) | (296,982) | (443,336) | (85,231) | 22,414 | 22,414 | - | 22,414 | 22,414 | - | - |
| Audit Adjustment | - | - | - | - | - | - | - | - | - | - |
| Beginning Balance (Audited) | - | - | - | 22,414 | 22,414 | - | 22,414 | 22,414 | - | - |
| Operating Income (including Depreciation) | (146,354) | 358,105 | (148,260) | (255,906) | (259,418) | 3,512 | 45,419 | 45,419 | (0) | 301,325 |
| Ending Fund Balance (including Depreciation) | (443,336) | (85,231) | (233,492) | (233,492) | (237,004) | 3,512 | 67,833 | 67,833 | (0) | 301,325 |

East Bay Innovation Academy

Budget vs. Actuals

As of November 30, 2014

| | Actual | | | Budget vs. Actual | | | Budget | | | |
|---------------------------|--------|-----|-----|-------------------|--------------|------------------------------|----------------------------|------------------|-----------------------------------|--------------------|
| | Sep | Oct | Nov | Actual YTD | Forecast YTD | Variance (YTD less Forecast) | November Reapproved Budget | Current Forecast | Variance (Prev vs. Curr Forecast) | Forecast Remaining |
| Detail | | | | | | | | | | |
| Enrollment Summary | | | | | | | - | - | | |
| 4-6 | | | | | | | 140 | 140 | - | |
| 7-8 | | | | | | | 75 | 75 | - | |
| 9-12 | | | | | | | - | - | - | |
| Total Enrolled | | | | | | | 215 | 215 | | |
| ADA % | | | | | | | | | | |
| 4-6 | | | | | | | 95% | 95% | | |
| 7-8 | | | | | | | 95% | 95% | | |
| 9-12 | | | | | | | 95% | 95% | | |
| Average | | | | | | | 95% | 95% | | |
| ADA | | | | | | | | | | |
| 4-6 | | | | | | | 133.0 | 133.0 | | |
| 7-8 | | | | | | | 71.3 | 71.3 | | |
| 9-12 | | | | | | | 0.0 | 0.0 | | |
| Total ADA | | | | | | | 204.3 | 204.3 | | |

East Bay Innovation Academy

Budget vs. Actuals

As of November 30, 2014

| | | Actual | | | Budget vs. Actual | | | Budget | | | |
|--|--|---------------|----------------|--------------|--------------------------|----------------|------------------------------|----------------------------|------------------|-----------------------------------|--------------------|
| | | Sep | Oct | Nov | Actual YTD | Forecast YTD | Variance (YTD less Forecast) | November Reapproved Budget | Current Forecast | Variance (Prev vs. Curr Forecast) | Forecast Remaining |
| REVENUE | | | | | | | | | | | |
| General Purpose Entitlement | | | | | | | | | | | |
| 8011 | Charter Schools General Purpose Entitle | - | 454,609 | - | 454,609 | 454,609 | - | 1,125,027 | 1,125,027 | - | 670,418 |
| 8012 | Education Protection Account Entitleme | - | 10,783 | - | 10,783 | 10,783 | - | 40,850 | 40,850 | - | 30,067 |
| 8096 | Charter Schools in Lieu of Prop. Taxes (| - | 102,406 | - | 102,406 | 102,406 | - | 346,400 | 346,400 | - | 243,994 |
| SUBTOTAL - General Block Grant | | - | 567,798 | - | 567,798 | 567,798 | - | 1,512,277 | 1,512,277 | - | 944,479 |
| 8100 Federal Revenue | | | | | | | | | | | |
| 8220 | Child Nutrition Programs | - | - | - | - | - | - | 19,174 | 19,174 | - | 19,174 |
| 8291 | Title I | - | - | - | - | - | - | 7,296 | 7,296 | - | 7,296 |
| 8292 | Title II | - | - | - | - | - | - | 576 | 576 | - | 576 |
| 8298 | Implementation Grant | - | 18,725 | - | 45,000 | 45,000 | - | 299,400 | 299,400 | - | 254,400 |
| SUBTOTAL - Federal Income | | - | 18,725 | - | 45,000 | 45,000 | - | 326,445 | 326,445 | - | 281,446 |
| 8300 Other State Revenues | | | | | | | | | | | |
| 8381 | Special Education - Entitlement (State) | - | - | - | - | - | - | 93,333 | 93,333 | - | 93,333 |
| 8520 | Child Nutrition - State | - | - | - | - | - | - | 1,676 | 1,676 | - | 1,676 |
| 8560 | State Lottery Revenue | - | - | - | - | - | - | 31,863 | 31,863 | - | 31,863 |
| SUBTOTAL - Other State Income | | - | - | - | - | - | - | 126,873 | 126,873 | - | 126,873 |
| 8600 Other Local Revenue | | | | | | | | | | | |
| 8634 | Food Service Sales | - | 278 | - | 278 | 83 | 195 | 278 | 278 | - | - |
| 8660 | Interest | 0 | 0 | 0 | 0 | 0 | 0 | 0.040000 | 0 | - | (0) |
| SUBTOTAL - Local Revenues | | 0 | 278 | 0 | 278 | 83 | 195 | 278 | 278 | - | (0) |
| 8800 Donations/Fundraising | | | | | | | | | | | |
| 8801 | Donations - Parents | 100 | 2,950 | 3,627 | 6,677 | 2,003 | 4,674 | 3,050 | 6,677 | 3,627 | - |
| 8802 | Donations - Private | - | - | - | - | - | - | 148,300 | 144,673 | (3,627) | 144,673 |
| 8803 | Fundraising | - | - | - | 84 | - | 84 | 84 | 84 | - | - |
| SUBTOTAL - Fundraising and Grants | | 100 | 2,950 | 3,627 | 6,761 | 2,003 | 4,758 | 151,434 | 151,434 | 0 | 144,673 |
| TOTAL REVENUE | | 100 | 589,751 | 3,627 | 619,836 | 614,884 | 4,952 | 2,117,307 | 2,117,307 | 0 | 1,497,470 |

East Bay Innovation Academy

Budget vs. Actuals

As of November 30, 2014

| | | Actual | | | Budget vs. Actual | | | Budget | | | |
|--|---|---------------|---------------|---------------|-------------------|----------------|------------------------------|----------------------------|------------------|-----------------------------------|--------------------|
| | | Sep | Oct | Nov | Actual YTD | Forecast YTD | Variance (YTD less Forecast) | November Reapproved Budget | Current Forecast | Variance (Prev vs. Curr Forecast) | Forecast Remaining |
| EXPENSES | | | | | | | | | | | |
| Compensation & Benefits | | | | | | | | | | | |
| 1000 | Certificated Salaries | - | - | - | - | - | - | - | - | - | - |
| 1100 | Teachers Salaries | 54,637 | 60,920 | 57,704 | 197,736 | 194,796 | (2,940) | 578,130 | 578,130 | - | 380,394 |
| 1111 | Teacher - Bonuses | - | - | - | - | - | - | 18,900 | 18,900 | - | 18,900 |
| 1148 | Teacher - Special Ed | 5,810 | 6,524 | 6,095 | 21,333 | 21,333 | (0) | 64,000 | 64,000 | - | 42,667 |
| 1300 | Certificated Supervisor & Administrator | 19,833 | 16,476 | 10,000 | 82,238 | 82,238 | 0 | 117,346 | 117,346 | - | 35,108 |
| 1311 | Cert Admin - Bonuses | - | - | - | - | - | - | 7,041 | 7,041 | - | 7,041 |
| 1401 | Certificated bonuses - Custom 1 | - | - | - | - | - | - | - | - | - | - |
| 1402 | Certificated bonuses - Custom 2 | - | - | - | - | - | - | - | - | - | - |
| SUBTOTAL - Certificated Employees | | 80,279 | 83,919 | 73,799 | 301,308 | 298,368 | (2,940) | 785,417 | 785,417 | - | 484,109 |
| 2000 | Classified Salaries | - | - | - | - | - | - | - | - | - | - |
| 2101 | Classified - PE | - | - | - | - | - | - | - | - | - | - |
| 2102 | Classified - Computer Science | - | - | - | - | - | - | - | - | - | - |
| 2103 | Classified - Tutors | 6,566 | 7,818 | 6,344 | 22,129 | 22,285 | 156 | 63,670 | 63,670 | - | 41,541 |
| 2300 | Classified Supervisor & Administrator S | 3,989 | 6,800 | 6,800 | 32,157 | 32,157 | (0) | 133,090 | 113,590 | 19,500 | 81,433 |
| 2311 | Classified Admin - Bonuses | - | - | - | - | - | - | 8,472 | 3,672 | 4,800 | 3,672 |
| 2400 | Classified Clerical & Office Salaries | 3,069 | 5,335 | 4,670 | 16,022 | 14,000 | (2,022) | 41,091 | 46,360 | (5,269) | 30,339 |
| 2601 | Classified bonuses - Custom 1 | - | - | - | - | - | - | - | - | - | - |
| 2602 | Classified bonuses - Custom 2 | - | - | - | - | - | - | - | - | - | - |
| 2603 | Classified bonuses - Custom 3 | - | - | - | - | - | - | - | - | - | - |
| SUBTOTAL - Classified Employees | | 13,624 | 19,953 | 17,814 | 70,307 | 68,442 | (1,866) | 246,323 | 227,292 | 19,031 | 156,985 |
| 3000 | Employee Benefits | - | - | - | - | - | - | - | - | - | - |
| 3100 | STRS | 6,624 | 7,080 | 6,241 | 25,567 | 26,929 | 1,362 | 70,377 | 70,943 | (565) | 45,376 |
| 3300 | OASDI-Medicare-Alternative | 2,461 | 3,075 | 2,394 | 13,430 | 10,439 | (2,991) | 30,042 | 28,260 | 1,782 | 14,830 |
| 3400 | Health & Welfare Benefits | (1,200) | 11,962 | 2,747 | 25,781 | 18,983 | (6,798) | 41,763 | 41,763 | - | 15,982 |
| 3500 | Unemployment Insurance | 1,944 | 909 | 410 | 4,801 | 10,096 | 5,295 | 20,260 | 20,192 | 69 | 15,391 |
| 3600 | Workers Comp Insurance | 760 | - | 760 | 3,041 | 2,701 | (341) | 4,127 | 4,051 | 76 | 1,010 |
| SUBTOTAL - Employee Benefits | | 10,589 | 23,026 | 12,553 | 72,620 | 69,147 | (3,472) | 166,570 | 165,208 | 1,362 | 92,588 |

East Bay Innovation Academy

Budget vs. Actuals

As of November 30, 2014

| | Actual | | | Budget vs. Actual | | | Budget | | | | |
|-------------|--|---------------|--------------|-------------------|----------------|------------------------------|----------------------------|------------------|-----------------------------------|--------------------|---------------|
| | Sep | Oct | Nov | Actual YTD | Forecast YTD | Variance (YTD less Forecast) | November Reapproved Budget | Current Forecast | Variance (Prev vs. Curr Forecast) | Forecast Remaining | |
| 4000 | Books & Supplies | | | | | | | | | | |
| 4100 | Approved Textbooks & Core Curricula M | 3,825 | 3,691 | 643 | 22,669 | 23,665 | 995 | 31,665 | 31,665 | - | 8,995 |
| 4200 | Books & Other Reference Materials | 52 | - | - | 123 | 325 | 202 | 1,300 | 1,300 | - | 1,177 |
| 4300 | Materials & Supplies | 1,376 | - | 555 | 2,433 | 3,127 | 695 | 8,600 | 8,600 | - | 6,167 |
| 4315 | Custodial Supplies | - | - | - | - | - | - | - | - | - | - |
| 4320 | Educational Software | 2,251 | - | - | 2,251 | 2,251 | - | 7,525 | 7,525 | - | 5,274 |
| 4326 | Art & Music Supplies | - | - | - | - | - | - | - | - | - | - |
| 4330 | Office Supplies | 1,610 | 311 | 1,443 | 6,931 | 6,264 | (667) | 8,000 | 10,800 | (2,800) | 3,869 |
| 4400 | Noncapitalized Equipment | 1,048 | 951 | 13 | 17,470 | 20,507 | 3,037 | 28,507 | 28,507 | - | 11,037 |
| 4410 | Classroom Furniture, Equipment & Sup | - | - | - | 6,694 | 7,594 | 900 | 7,594 | 7,594 | - | 900 |
| 4420 | Computers (individual items less than \$ | 476 | 554 | 1,408 | 74,674 | 75,312 | 638 | 77,251 | 77,251 | - | 2,577 |
| 4430 | Non Classroom Related Furniture, Equi | - | - | - | 763 | 959 | 196 | 959 | 959 | - | 196 |
| 4710 | Student Food Services | 794 | 1,907 | 2,052 | 4,753 | 6,998 | 2,246 | 23,328 | 23,328 | - | 18,575 |
| | SUBTOTAL - Books and Supplies | 11,432 | 7,413 | 6,113 | 138,762 | 147,003 | 8,242 | 194,729 | 197,529 | (2,800) | 58,768 |

East Bay Innovation Academy

Budget vs. Actuals

As of November 30, 2014

| | Actual | | | Budget vs. Actual | | | Budget | | | |
|---|--|---------------|---------------|-------------------|----------------|------------------------------|----------------------------|------------------|-----------------------------------|--------------------|
| | Sep | Oct | Nov | Actual YTD | Forecast YTD | Variance (YTD less Forecast) | November Reapproved Budget | Current Forecast | Variance (Prev vs. Curr Forecast) | Forecast Remaining |
| 5000 | Services & Other Operating Expenses | | | | | | | | | |
| 5210 | - | 325 | - | 6,325 | 6,325 | - | 7,500 | 7,500 | - | 1,175 |
| 5220 | - | - | - | - | - | - | 2,250 | 2,250 | - | 2,250 |
| 5300 | 40 | 474 | - | 1,086 | 2,069 | 983 | 6,896 | 6,896 | - | 5,810 |
| 5450 | 1,841 | - | 2,573 | 8,094 | 7,362 | (732) | 11,043 | 11,043 | - | 2,949 |
| 5515 | 3,667 | 8,260 | 4,051 | 16,162 | 15,000 | (1,162) | 50,000 | 50,000 | - | 33,838 |
| 5535 | 3,516 | 3,792 | 6,329 | 16,073 | 14,796 | (1,278) | 40,688 | 40,688 | - | 24,614 |
| 5611 | - | 28,876 | - | 28,876 | 28,876 | 0 | 115,505 | 115,505 | - | 86,629 |
| 5615 | 1,023 | 559 | - | 1,835 | 1,440 | (395) | 4,800 | 4,800 | - | 2,965 |
| 5800 | 70 | - | - | 125 | - | (125) | 125 | 125 | - | - |
| 5803 | - | - | - | - | - | - | 8,200 | 8,200 | - | 8,200 |
| 5809 | 21 | 30 | - | 51 | 90 | 39 | 300 | 300 | - | 249 |
| 5810 | 2,800 | 32,136 | 3,088 | 38,023 | 37,736 | (287) | 86,000 | 86,000 | - | 47,977 |
| 5812 | 9,138 | 9,138 | 9,138 | 45,690 | 37,773 | (7,917) | 103,875 | 103,875 | - | 58,185 |
| 5815 | 5,046 | 5,133 | 5,273 | 79,797 | 69,494 | (10,303) | 74,524 | 92,117 | (17,593) | 12,320 |
| 5824 | - | - | - | - | 4,537 | 4,537 | 15,123 | 15,123 | - | 15,123 |
| 5830 | - | - | - | - | - | - | 6,450 | 6,450 | - | 6,450 |
| 5836 | 25 | 700 | 371 | 1,295 | 1,599 | 303 | 1,599 | 1,599 | - | 303 |
| 5839 | - | - | - | 2 | 1 | (2) | 2 | 2 | - | - |
| 5845 | 462 | 1,072 | 365 | 2,132 | 5,250 | 3,118 | 10,500 | 10,500 | - | 8,368 |
| 5857 | 245 | 391 | 507 | 1,455 | 625 | (830) | 1,500 | 1,500 | - | 45 |
| 5863 | - | 5,510 | - | 21,733 | 21,723 | (10) | 36,223 | 36,223 | - | 14,490 |
| 5869 | - | 1,463 | 7,940 | 11,715 | 12,111 | 396 | 41,375 | 41,375 | - | 29,660 |
| 5875 | 195 | - | - | 195 | - | (195) | 195 | 195 | - | - |
| 5878 | - | - | - | 2,863 | 3,000 | 138 | 3,000 | 3,000 | - | 138 |
| 5881 | - | - | 1,500 | 6,167 | 9,333 | 3,167 | 14,000 | 14,000 | - | 7,833 |
| 5884 | - | 406 | 123 | 529 | 4,647 | 4,118 | 15,490 | 15,490 | - | 14,961 |
| 5887 | - | - | - | - | 1,043 | 1,043 | 3,475 | 3,475 | - | 3,475 |
| 5899 | 412 | (398) | - | 14 | - | (14) | - | - | - | (14) |
| 5900 | 598 | 838 | 321 | 2,414 | 5,100 | 2,686 | 13,500 | 13,500 | - | 11,086 |
| 5905 | - | - | - | - | - | - | - | - | - | - |
| 5915 | - | 53 | 32 | 84 | 510 | 426 | 1,700 | 1,700 | - | 1,616 |
| SUBTOTAL - Services & Other Operat | 30,530 | 97,335 | 41,609 | 292,745 | 291,342 | (1,403) | 678,848 | 696,441 | (17,593) | 403,696 |

East Bay Innovation Academy

Budget vs. Actuals

As of November 30, 2014

| | | Actual | | | Budget vs. Actual | | | Budget | | | |
|-------------|---|----------------|----------------|----------------|-------------------|----------------|------------------------------|----------------------------|------------------|-----------------------------------|--------------------|
| | | Sep | Oct | Nov | Actual YTD | Forecast YTD | Variance (YTD less Forecast) | November Reapproved Budget | Current Forecast | Variance (Prev vs. Curr Forecast) | Forecast Remaining |
| 6000 | Capital Outlay | | | | | | | | | | |
| | SUBTOTAL - Capital Outlay | - | - | - | - | - | - | - | - | - | - |
| | TOTAL EXPENSES | 146,454 | 231,646 | 151,887 | 875,742 | 874,302 | (1,440) | 2,071,887 | 2,071,887 | (0) | 1,196,145 |
| 6900 | Total Depreciation (includes Prior Year) | - | - | - | - | - | - | - | - | - | - |
| | TOTAL EXPENSES including Depreciation | 146,454 | 231,646 | 151,887 | 875,742 | 874,302 | (1,440) | 2,071,887 | 2,071,887 | (0) | 1,196,145 |

East Bay Innovation Academy

November Actuals & Cash Flow Update



Business and Development Specialists
for Charter Schools

December 17, 2014

Prepared by Dena Koren

Agenda



- Review of November actuals
 - Updated forecast
- Review of cash flow status

2014-15 November Actuals

November Actuals: Summary

Both revenue and expenses are tracking well, with some overages in comp due to substitute teachers and overtime



| As of November 30, 2014 | | Actual | | | Budget vs. Actual | | |
|-------------------------|--|------------------|----------------|------------------|-------------------|------------------|------------------------------|
| | | Sep | Oct | Nov | Actual YTD | Forecast YTD | Variance (YTD less Forecast) |
| SUMMARY | | | | | | | |
| Revenue | | | | | | | |
| | General Block Grant | - | 567,798 | - | 567,798 | 567,798 | - |
| | Federal Revenue | - | 18,725 | - | 45,000 | 45,000 | - |
| | Other State Revenues | - | - | - | - | - | - |
| | Local Revenues | 0 | 278 | 0 | 278 | 83 | 195 |
| | Fundraising and Grants | 100 | 2,950 | 3,627 | 6,761 | 2,003 | 4,758 |
| | Total Revenue | 100 | 589,751 | 3,627 | 619,836 | 614,884 | 4,952 |
| Expenses | | | | | | | |
| | Compensation and Benefits | 104,493 | 126,898 | 104,166 | 444,235 | 435,957 | (8,279) |
| | Books and Supplies | 11,432 | 7,413 | 6,113 | 138,762 | 147,003 | 8,242 |
| | Services and Other Operating Exp. | 30,530 | 97,335 | 41,609 | 292,745 | 291,342 | (1,403) |
| | Capital Outlay | - | - | - | - | - | - |
| | Total Expenses | 146,454 | 231,646 | 151,887 | 875,742 | 874,302 | (1,440) |
| | Operating Income (excluding Depreciation) | (146,354) | 358,105 | (148,260) | (255,906) | (259,418) | 3,512 |

November Actuals: Detail

Limited revenue came from donations; Expenses as expected



- **4K revenue in Nov (620K YTD, 29% of forecast)**
 - All donations from parents

- **152K expenses in Nov (876K YTD, 42% of forecast)**
 - 104K in Comp & Benefits – expected run rate
 - 6K in Books & Supplies – office supplies, tech equipment, student food svcs
 - 42K in Services & Other Operating Expenses
 - 2K Illuminate invoice (student information system)
 - 3K final invoices for first intersession
 - 3K insurance invoice
 - 5K enrollment / registration support, curriculum writing invoice
 - 8K Special Education contractors
 - 9K EdTec invoice
 - 10K utilities and janitorial

2014-15 Forecast Update

Shifting expenses after hiring Business Manager;
no net change to forecast



| | | Budget | | |
|--|-----------------------------------|----------------------------|------------------|-----------------------------------|
| | | November Reapproved Budget | Current Forecast | Variance (Prev vs. Curr Forecast) |
| SUMMARY | | | | |
| Revenue | | | | |
| | General Block Grant | 1,512,277 | 1,512,277 | - |
| | Federal Revenue | 326,445 | 326,445 | - |
| | Other State Revenues | 126,873 | 126,873 | - |
| | Local Revenues | 278 | 278 | - |
| | Fundraising and Grants | 151,434 | 151,434 | - |
| | Total Revenue | 2,117,307 | 2,117,307 | - |
| Expenses | | | | |
| | Compensation and Benefits | 1,198,310 | 1,177,917 | 20,393 |
| | Books and Supplies | 194,729 | 197,529 | (2,800) |
| | Services and Other Operating Exp. | 678,848 | 696,441 | (17,593) |
| | Capital Outlay | - | - | - |
| | Total Expenses | 2,071,887 | 2,071,887 | (0) |
| Operating Income (excluding Depreciation) | | 45,419 | 45,419 | (0) |

- 26K surplus from business manager hire
- 5K allocated to front office and lunch staff budget
- 3K allocated to office supplies
- 18K allocated to consultants (registration, LEA plan)

Review Cash Flow Status

Recall: November's Cash Flow Projection

November was projected to end close to zero, with a 142K shortfall in December



| | 2014/15 | | | | | | | | | | | |
|--|------------------|------------------|------------------|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Projected | | | | | | | | | | | |
| | Jul Actual | Aug Actual | Sep Actual | Oct Actual | Nov Projected | Dec Projected | Jan Projected | Feb Projected | Mar Projected | Apr Projected | May Projected | Jun Projected |
| Beginning Cash | 16,264 | 187,401 | 14,239 | 62,000 | 190,767 | 639 | (142,247) | 30,134 | (69,531) | (61,015) | 437,961 | 395,516 |
| Revenue | | | | | | | | | | | | |
| General Block Grant | - | - | - | 567,798 | - | - | 338,452 | 40,915 | 131,611 | 106,613 | 96,971 | 96,971 |
| Federal Income | 26,275 | - | - | 18,725 | - | - | 48,196 | 3,196 | 3,196 | 48,196 | 3,196 | 5,696 |
| Other State Income | - | - | - | - | - | - | 279 | 279 | 18,946 | 18,946 | 11,890 | 858 |
| Local Revenues | 0 | 0 | 0 | 278 | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) |
| Fundraising and Grants | - | 84 | 100 | 2,950 | - | - | - | - | - | 498,250 | - | - |
| Total Revenue | 26,275 | 84 | 100 | 589,751 | (0) | (0) | 386,927 | 44,390 | 153,753 | 672,005 | 112,057 | 103,525 |
| Expenses | | | | | | | | | | | | |
| Compensation & Benefits | 27,509 | 81,170 | 104,493 | 126,898 | 111,041 | 105,967 | 114,738 | 107,647 | 107,647 | 106,290 | 106,290 | 103,104 |
| Books & Supplies | 87,288 | 26,516 | 11,432 | 7,413 | 13,483 | 7,400 | 10,764 | 5,364 | 7,970 | 5,364 | 5,764 | 5,970 |
| Services & Other Operating E | 71,974 | 51,298 | 30,530 | 97,335 | 51,318 | 32,924 | 92,449 | 34,449 | 33,024 | 64,780 | 45,854 | 41,986 |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 186,771 | 158,983 | 146,454 | 231,646 | 175,842 | 146,291 | 217,951 | 147,460 | 148,641 | 176,434 | 157,908 | 151,061 |
| Operating Cash Inflow (Outflow) | (160,496) | (158,899) | (146,354) | 358,105 | (175,842) | (146,291) | 168,975 | (103,070) | 5,112 | 495,571 | (45,851) | (47,536) |
| Revenues - Prior Year Accrued | 42,672 | - | - | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accrued | (28,791) | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Current | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current | 63,852 | (16,543) | (1,272) | (31,683) | (17,691) | - | - | - | - | - | - | - |
| Summerholdback for Teachers | - | 2,280 | 3,519 | 2,346 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 |
| Loans Payable (Current) | - | - | 200,000 | (200,000) | - | - | - | - | - | - | - | - |
| Loans Payable (Long Term) | 250,000 | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Changes | 3,901 | - | (8,132) | - | - | - | - | - | - | - | - | - |
| Ending Cash | 187,401 | 14,239 | 62,000 | 190,767 | 639 | (142,247) | 30,134 | (69,531) | (61,015) | 437,961 | 395,516 | 351,385 |

December's Cash Flow Projection

November ended at 47K due to spending and payment management;
Dec shortfall now at 130K, but private loans will plug – Feb/Mar shortfall remains



| | 2014/15 | | | | | | | | | | | |
|--|------------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|-----------------|----------------|-----------------|-----------------|
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected | Projected |
| Beginning Cash | 16,264 | 187,401 | 14,239 | 62,000 | 190,767 | 47,015 | 4,532 | 40,382 | (60,838) | (53,876) | 89,958 | 45,948 |
| Revenue | | | | | | | | | | | | |
| General Block Grant | - | - | - | 567,798 | - | - | 338,452 | 40,915 | 131,611 | 106,613 | 96,971 | 96,971 |
| Federal Income | 26,275 | - | - | 18,725 | - | - | 48,196 | 3,196 | 3,196 | 48,196 | 3,196 | 5,696 |
| Other State Income | - | - | - | - | - | - | 279 | 279 | 18,946 | 18,946 | 11,890 | 858 |
| Local Revenues | 0 | 0 | 0 | 278 | 0 | (0) | (0) | (0) | (0) | (0) | (0) | (0) |
| Fundraising and Grants | - | 84 | 100 | 2,950 | 3,627 | - | - | - | - | 144,673 | - | - |
| Total Revenue | 26,275 | 84 | 100 | 589,751 | 3,627 | (0) | 386,927 | 44,390 | 153,753 | 318,428 | 112,057 | 103,525 |
| Expenses | | | | | | | | | | | | |
| Compensation & Benefits | 27,509 | 81,170 | 104,493 | 126,898 | 104,166 | 105,224 | 113,386 | 106,318 | 106,318 | 104,971 | 104,971 | 101,784 |
| Books & Supplies | 87,288 | 26,516 | 11,432 | 7,413 | 6,113 | 15,894 | 11,044 | 5,644 | 8,250 | 5,644 | 6,044 | 6,250 |
| Services & Other Operating E | 71,974 | 51,298 | 30,530 | 97,335 | 41,609 | 44,604 | 95,053 | 37,053 | 35,628 | 67,384 | 48,458 | 44,590 |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 186,771 | 158,983 | 146,454 | 231,646 | 151,887 | 165,721 | 219,482 | 149,015 | 150,196 | 177,999 | 159,473 | 152,624 |
| Operating Cash Inflow (Outflow) | (160,496) | (158,899) | (146,354) | 358,105 | (148,260) | (165,722) | 167,445 | (104,625) | 3,557 | 140,429 | (47,416) | (49,099) |
| Revenues - Prior Year Accru | 42,672 | - | - | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accru | (28,791) | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Curre | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current | 63,852 | (16,543) | (1,272) | (31,683) | (94) | (15,167) | - | - | - | - | - | - |
| Summerholdback for Teacher | - | 2,280 | 3,519 | 2,346 | 4,603 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 | 3,405 |
| Loans Payable (Current) | - | - | 200,000 | (200,000) | - | 135,000 | (135,000) | - | - | - | - | - |
| Loans Payable (Long Term) | 250,000 | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Deprec | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Change | 3,901 | - | (8,132) | - | - | - | - | - | - | - | - | - |
| Ending Cash | 187,401 | 14,239 | 62,000 | 190,767 | 47,015 | 4,532 | 40,382 | (60,838) | (53,876) | 89,958 | 45,948 | 254 |

Will work with school leadership to more closely project spending in next few months to manage debt

Coversheet

Consent Agenda

Section: VII. Other Business
Item: A. Consent Agenda
Purpose: Vote
Submitted by:
Related Material: LEA Plan EBIA final.doc
EBIA EPA 14-15 resolution-1.doc
EBIA - EPA Spending Plan - 20141209-1.pptx
14-15 Education Protection Account spending determination-1.xlsx

BACKGROUND:

The LEA plan is required to secure federal funding already assumed in EBIA's budget plan. The EPA plan is also required to support how EBIA will spend funds, already assumed in our plan.

(Rev 12-07)
 California Department of Education
 School and District Accountability Division

(CDE use only)
 Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

**mail original and two copies to: California Department of Education
 School and District Accountability Division
 1430 N Street, Suite 6208
 Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): East Bay Innovation Academy
 County/District Code: 01-61259-0129932
 Dates of Plan Duration (should be five-year plan): January 1, 2015-December 31st 2020
 Date of Local Governing Board Approval:

District Superintendent: Devin Krugman (Head of School)
 Address: 3400 Malcolm Ave
 City: Oakland Zip code: 94605
 Phone: 510-577-9557 Fax: 510-957-0275

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

| | | |
|---|----------|-----------------------------|
| Devin Krugman | 12/10/14 | |
| Printed or typed name of Superintendent | Date | Signature of Superintendent |

| | | |
|--|----------|------------------------------|
| Laurie Jacobson Jones | 12/10/14 | |
| Printed or typed name of Board President | Date | Signature of Board President |

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

| | |
|---|---|
| ✓ | LEA Plan – Comprehensive Planning Process Steps |
| | 1. Measure effectiveness of current improvement strategies |
| | 2. Seek input from staff, advisory committees, and community members. |
| | 3. Develop or revise performance goals |
| | 4. Revise improvement strategies and expenditures |
| | 5. Local governing board approval |
| | 6. Monitor Implementation |

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

| Federal Programs | | State Programs | |
|------------------|--|----------------|--|
| X | Title I, Part A | | EIA – State Compensatory Education |
| | Title I, Part B, Even Start | | EIA – Limited English Proficient |
| | Title I, Part C, Migrant Education | | State Migrant Education |
| | Title I, Part D, Neglected/Delinquent | | School Improvement |
| X | Title II, Part A, Subpart 2, Improving Teacher Quality | | Child Development Programs |
| X | Title II, Part D, Enhancing Education Through Technology | | Educational Equity |
| X | Title III, Limited English Proficient | | Gifted and Talented Education |
| | Title III, Immigrants | | Gifted and Talented Education |
| | Title IV, Part A, Safe and Drug-Free Schools and Communities | | Tobacco Use Prevention Education (Prop 99) |
| | Title V, Part A, Innovative Programs – Parental Choice | | Immediate Intervention/ Under performing Schools Program |
| | Adult Education | | School Safety and Violence Prevention Act (AB1113, AB 658) |
| | Career Technical Education | | Tenth Grade Counseling |
| | McKinney-Vento Homeless Education | | Healthy Start |
| X | IDEA, Special Education | | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
| | 21 st Century Community Learning Centers | | Other (describe): |
| | Other (describe): | | Other (describe): |
| | Other (describe): | | Other (describe): |

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

| Programs | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|---|--------------------------------------|--|---|--|
| Title I, Part A | | | \$7,500 | |
| Title I, Part B, Even Start | | | | |
| Title I, Part C, Migrant Education | | | | |
| Title I, Part D, Neglected/Delinquent | | | | |
| Title II Part A, Subpart 2, Improving Teacher Quality | | | \$2,500 | |
| Title II, Part D, Enhancing Education Through Technology | | | \$4,060 | |
| Title III, Limited English Proficient | | | \$7,900 | |
| Title III, Immigrants | | | | |
| Title IV, Part A, Safe and Drug-free Schools and Communities | | | | |
| Title V, Part A, Innovative Programs – Parental Choice | | | | |
| Adult Education | | | | |
| Career Technical Education | | | | |
| McKinney-Vento Homeless Education | | | | |
| IDEA, Special Education | | | \$4,400 | |
| 21 st Century Community Learning Centers | | | | |
| Other (describe) | | | | |
| TOTAL | | | | |

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

| Categories | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|--|--------------------------------|------------------------------------|---|--|
| EIA – State Compensatory Education | | | | |
| EIA – Limited English Proficient | | | | |
| State Migrant Education | | | | |
| School and Library Improvement Block Grant | | | | |
| Child Development Programs | | | | |
| Educational Equity | | | | |
| Gifted and Talented Education | | | | |
| Tobacco Use Prevention Education – (Prop. 99) | | | | |
| High Priority Schools Grant Program (HPSG) | | | | |
| School Safety and Violence Prevention Act (AB 1113) | | | | |
| Tenth Grade Counseling | | | | |
| Healthy Start | | | | |
| Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65) | | | | |
| Other (describe) | | | | |
| TOTAL | | | | |

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

Needs Assessment

EBIA's community-Oakland- is a city rich in the cultural arts, steeped in a history of social justice, and prosperous with a bustling commerce and the nation's 4th largest port at its edge. Oakland is celebrated for its arts, culture, and diversity. However, alongside the abundance of cultural wealth of this city, there exists great racial, economic, and educational disadvantage. Our school seeks to drastically reduce these disadvantages. There are *currently no* 6-12 high performing schools in Oakland with a heterogeneous population and a project based, blended learning, innovation/STEM focus. Despite efforts, the high school graduation rate in Oakland in 2013 (the most recent data) was 62.6% overall, below the state average of 78%. However, for black and Latino students, the graduation rate was lower, at 57% and 59% respectively. The rate for English Language Learners was even lower, at 40.8%.

We believe we can create a new and unique opportunity for students to learn 21st century skills in a heterogeneous setting. Our highly relevant, college and career preparatory program, meshed with a comprehensive social, emotional and academic support system, will raise the graduation rate and the college acceptance rate in Oakland. Our students include many English Learners (ELs), students of color and low-income students. In order to succeed, these groups of students need extensive academic and social/emotional supports, as well as teaching based on best practices for these students such as differentiated and personalized instruction, explicit literacy and basic math teaching and support, specific strategies to support ELs and special education students, academic literacy, study skills, and relevant and culturally sensitive curriculum, including project based learning. Research has also shown that students succeed and stay in school when they have one close, ongoing relationship with an adult on campus. Best practice has also shown that students are more likely to attend and graduate from college when they are taught key social and emotional skills, as well as "social capital" skills, in concurrence with character development. Students are also more likely to succeed when there are consistent, high academic and behavioral expectations, such as graduation requirements that meet or exceed the UC A-G. Finally, when there is early identification of struggling students and extensive support structures, students are more likely to not fall behind and stay in school. The EBIA model combines all of these best practices, as well as high quality professional development, in order to create a supportive yet rigorous environment in which all students can succeed.

Of our 214 students:

- 15% are deemed low-income and qualify for Free or Reduced Lunch
- 5% are English Language Learners (Spanish)
- 18% have an Individualized Education Plan (IEP or 504) and qualify for Special Education Services

The students of EBIA also represent the diversity of Oakland. The composition of the student body is:

- 21% Latino
- 7% Asian
- 16% African-American

- 38% White
- 18% Other or Multi-racial

Due to our recent opening in August of 2014 we do not have any official state test results. However, our diagnostic assessments have shown that due to varying levels of preparation and our heterogeneous student body, there is an achievement gap within our student body. Our school seeks to eliminate the achievement gap and prepare all students for success in college.

In order to prepare all students for success in college and to be global leaders, our school provides several supports for students. These include:

Academic Supports:

- Daily Office Hours where students can receive one-on-one support from teachers.
- Daily Independent Learning Time that is differentiated and personalized to students needs via technology.
- Differentiated instruction based on data throughout all learning, including small group support.
- Pull out interventions for students with IEPs and those who are designated ELs.
- 6 weeks of academic intervention during Intersession for students who need remediation.
- Summer school for those who need remediation or credit recovery.

Social-Emotional Supports:

- A rubric and a scope and sequence for social-emotional learning that is tied to state and national standards and best practices.
- All students are assigned an Advisor that meets with them daily to teach SEL and to ensure success. This meets our school wide non-negotiable of “all students are known,” meaning, all students have a close and supportive relationship with at least one adult on campus.
- All students have a Personalized Learning Plan (PLP) that sets academic, social-emotional, and college/career goals. This plan is written in collaboration with families and advisors and is continually updated throughout the year. Families meet twice a year with Advisors to write and edit the plan and to track progress. Advisors also communicate regularly with students and parents to track progress.
- Students have 130 hours of advisory time each week to explicitly learn SEL.
- Explicit teaching of study skills, and executive functioning skills to ensure completion of work to the highest standard.
- Daily community building activities, including Morning Meeting.

Teachers also have ~40 days of professional development in addition to daily meetings to ensure they have the knowledge, skills and support to provide the extra help that students may need.

Academic Performance

As EBIA opened in August of 2104, we do not have any achievement results for state or national tests. However, as a school we have committed to the following goals as stated in our charter:

Goal 1: All students will become proficient readers and writers of the English Language.

- 70% of students will show growth on their internal benchmark assessments for English.
- 75% or more of all students will be proficient or above on the ELA CC assessment.
- An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the NWEA MAP Assessment.
- 97% or more of all students will earn a passing grade of C or above in their English course.

The school has also outlined the following LCAP goals for ELs and CCSS:

- 75% of ELs are re-designated yearly.
- 90% of ELs make progress towards EL proficiency as measured by the CELDT.
- 75% of ELs are reclassified as measured by the CELDT.
- School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.

Goal 2: All students will become proficient in mathematical skills and content.

- 70% of students will show growth on their internal benchmark assessments for math.
- 75% of students will be proficient or above on the math CC assessment.
- 97% or more of students will earn a passing grade of C or above in their math course.

Goal 3: All students will become proficient in science concepts and scientific thinking.

- 70% of students will show growth on their initial benchmark assessments for science.
- 75% of students will be proficient or above on the science NGSS test.
- 97% or more of students will earn a passing grade of C or above in their science course.

Goal 4: All students will become proficient in social science practice and content.

- 70% of students will show growth on their initial benchmark assessments for social science.
- 75% of students will be proficient or above on the social science state test (when applicable).
- 97% or more of students will earn a passing grade of C or above in their social science course.

Goal 5: Parents and students will demonstrate high satisfaction with the academic program.

- The school will complete an analysis and action plan of the annual community survey, to

be completed by faculty, students and parents.

- 75% of parents complete the annual survey.
- At least 95% of parents will complete at least 5 hours of volunteering.

Goal 6: All EBIA graduates will be college ready and will graduate from college (includes 21st century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21st century world. EBIA is a diverse community.

- An average of 80% of students will earn a proficient or advanced on their end of year Exhibitions.
- At least 75% of all students will reach Personal Learning Plan goals on the SEL rubric.
- 75% of students will be rated proficient or above on the SEL rubric.
- 80% of students will say other students consistently demonstrate Innovator norms on the annual community survey.

We believe that in order to achieve these goals, we must focus on the academic areas highlighted in California Performance Goals and Indicators, including:

- An emphasis on statewide standards, assessment, and accountability
- Use of local assessments and accountability
- Coordination and integration of federal and state educational programs
- Ongoing assessment of the LEA and Single Plan for Student Achievement Plans.

Our curriculum and assessment plans are aligned to the academic areas below.

We did administer the CELDT test in September of 2014 and are awaiting the results as of this writing. Because there were no state (Smarter Balanced) assessments in 2013-2014, we administered the NWEA MAP test as a baseline and diagnostic assessment. Below are the results.

NWEA MAP Test: Baseline (Diagnostic) Results August 2014

Reading

| Grade | Low | Low Average | Average | High Average | High |
|-----------------|-----|-------------|---------|--------------|------|
| 6 th | 13% | 11% | 20% | 23% | 33% |
| 7 th | 9% | 9% | 20% | 32% | 30% |

Math

| Grade | Low | Low Average | Average | High Average | High |
|-----------------|-----|-------------|---------|--------------|------|
| 6 th | 19% | 16% | 22% | 27% | 16% |
| 7 th | 15% | 20% | 24% | 23% | 19% |

Due to our heterogeneous student body, which hails from all across Oakland and contains students with many different levels of preparedness, our achievement results are mixed. We still have a significant amount of students below average in math (25% in 6th, 35% in 7th), and in reading (24% in 6th and 18% in 7th). Our diagnostic test also reveals that we are short of our goals of having 75% of students proficient or above in math and ELA. From these results, we edited our curriculum scope and sequence and our professional development plans in order to help the students most in need.

Teacher Quality

Achieving our mission of college-readiness for our graduates also requires EBIA to closely examine its teacher quality and continuously improve teaching, curriculum and instruction. EBIA hires teachers who have the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state and national academic achievement standards. We will also make every effort to ensure that all of our teachers are “highly qualified” under NLCB, including providing BTSA and ensuring that teachers take the necessary tests. Teachers at EBIA hold appropriate credentials as they are delineated in our charter and according to state and federal requirements. 63% of EBIA teachers are fully credentialed in their subject area (the remaining have credentials but are in Induction/BTSA programs), with the average number of years in teaching at five years of experience. Teachers at EBIA receive on-going support and training through Beginning Teacher Support and Assessment Programs (BTSA), mentoring, peer observation, instructional coaching, and through leadership opportunities. We also have regular (4 times per week) meetings in which teachers participate in professional development, make school wide decisions, and collaborate with their departments, grade level teams, and advisory teams. During intersession and the summer, faculty has at least 40 days of professional development to complete data analysis, collaborate with peers, plan curriculum and lessons, and to attend sessions with outside experts. The leadership team at EBIA also receives ongoing mentorship and training, through partnerships with High Tech High, the Buck Institute, the Stanford Center for Assessment, Learning and Equity (SCALE), and the California Charter Schools Association to ensure that teachers provide all students the opportunity to meet the state’s academic achievement standards.

School Safety and Prevention

EBIA has a consistent and school wide safety, culture and discipline plan that was internally developed and is rooted in Positive Behavior Intervention Systems and Responsive Classrooms. We also have a system of restorative justice.

In addition to the California Healthy Kids Survey, EBIA also plans to survey all of its stakeholders (teachers, students, parents, Board members) each spring in order to improve school culture and academic achievement. Faculty will analyze survey results during May/June intersession and prepare plans for improvement.

School leaders will conduct regular “walk throughs” to assess student culture and safety. We also track behavior through Illuminate, and have the following year end goals for school culture:

Goal 9: EBIA will be fully enrolled and students will attend school regularly and on time.

- The school will meet its yearly enrollment goals.
- The school will have an Average Daily Attendance rate of 95%.
- 90% of students will report that they feel safe at EBIA on the annual survey.
- Less than 10% suspensions.
- Less than 1% expulsions.
- At least 75% of all students will reach Personal Learning Plan goals on the SEL rubric.
- 75% of students rated proficient or above on SEL rubric.
- 80% of students say other students consistently demonstrate Innovator norms on annual community survey.
- 90% of students are satisfied with EBIA on the community survey
- 90% of parents are satisfied with EBIA on community survey.
- Less than 10% transfer rate.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

East Bay Innovation Academy is a 6-12 college preparatory charter school located in Oakland, California. We are chartered by Oakland Unified School District, a large urban district that serves about 46,600. The school opened in August of 2014 with 214 6th and 7th grade students. Our 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.

Academic vision, focus and plan

Our school builds upon the strengths of proven models at High Tech High, Uncommon Schools, Summit Public Schools, the Denver School of Science and Technology (DSST), and the Expeditionary Learning Schools. Through personalization and project-based learning, and by leveraging best practices in curriculum design and technology, EBIA will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

EBIA intends to deliver a personalized learning experience that provides every student the opportunity to achieve their academic goals regardless of their previous preparation and background. Our students are expected to become articulate advocates, building and defending digital portfolios of their work, and to grow into leaders who collaborate, manage change and take ownership. EBIA rethinks how schools are run and structured, so that they better reflect the needs of a 21st century world. Both our instructional approach and our school composition will address needs of the 21st century and beyond.

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.

EBIA Academic Program

EBIA will be a rigorous, college preparatory school in which students of all previous preparation levels will find success. While emphasizing inquiry-driven, interdisciplinary, collaborative projects, significant time and resources will be invested into programs that develop students' social-emotional skills and character strengths. Through blended and project based learning, our academic program will be differentiated and personalized to meet students' individual needs and interests. Our model is based upon the following core elements:

- ***STEM Based:***
Our school includes features that will prepare students to work in Science, Technology, Engineering and Math fields, such as a coding class, a design class, rigorous math and science requirements and “maker time.”
- ***Rigorous Academic Course Load:***
Our graduation requirements will exceed UC A-G requirements in order to best prepare students for college, career, and a 21st century economy.
- ***Project Based Learning and Design Thinking Integrated throughout:***
Students will engage in long-term, “real-world”, collaborative, interdisciplinary, learning experiences that will culminate in authentic products to be placed in digital portfolios.
- ***Blended Learning***
In order to offer a more personalized and differentiated approach, especially to a diverse group of learners, we will incorporate two types of blended and optimized learning: a rotation model (including flipped classroom), where students rotate between independent learning, small group work and whole class work, and a self-blended model in the later grades where students are able to take classes online on their own.
- ***Service Learning:***
In order to instill our core value of giving back to the community and to ensure authentic, real world experiences, students will also engage in external service based projects in which they will both help contribute to and improve their community.
- ***Personalized Learning and Advisory:***
EBIA believes that all students learn differently. In order to provide support and a personalized experience, every EBIA student will be paired with a Charter School educator, who will stay with the student throughout their years at the Charter School. The advisory group meets for a significant period of time per week and conducts Personalized Learning

Plan (PLP) (explained more fully below) meetings two times a year with each family to map out personal academic, social-emotional, and career goals for each student.

- ***Integrated Classrooms and a Heterogeneous Student Body:***
The Charter School will reflect the larger society that our students will someday join. We will maintain a common intellectual mission where students of all demographic and educational groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to enroll in and complete college.
- ***Community Based Intersessions:***
Students at EBIA will participate in 6-8 weeks of in-depth elective courses three times during the school year (October, January and May/June) and/or internships that are run in collaboration with community organizations and local businesses.
- ***High Quality Professional Development:***
EBIA faculty will have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession, as they have those weeks to focus on developing as professionals, to collaboratively plan lessons, discuss how to support students, analyze student work and data, and make decisions as a faculty.
- ***Data Driven and Competency Based Instruction:***
EBIA will be a leader in collecting, analyzing, presenting, and acting upon rich data with teachers, students, school leaders, and parents to optimize and accelerate learning for all stakeholders.
- ***A Focus on Social-Emotional Learning:***
In order to best prepare students to be citizens of a 21st century interconnected world, they will have to be proficient in both academic skills and content, as well as the social-emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Local Measures of Student Performance (*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

In addition to state-mandated assessments, monitoring of student progress in mathematics and language arts by way of teacher developed measures is a critical and ongoing activity. Below is an overview of the various assessments that are administered. As of the date of this writing, since we are a new school (August 2014) and the state has not yet administered the new Smarter Balanced Assessments, we currently have no results.

- EBIA will provide several types of reading and math assessments to determine which type of intervention program is appropriate for each student. All students are given the NWEA MAP Assessment at the start of the year, as a diagnostic assessment. Periodically, students are given benchmark/interim assessments to determine progress. We hope to use the Smarter Balanced Interim Assessments for this, but if not, we will use NWEA MAP in addition to internally developed interim assessments. At the end of the year, students will be given the new Smarter Balanced Assessments. In later years, students will be given the ACT/SAT and the AP exams. All students will be required at the end of the year to complete a multidisciplinary capstone assessment which includes an assessment of reading and math skills as outlined by the CCSS.

- Teachers spend professional development days analyzing the results of these assessments and making plans for re-teaching skills and concepts. Re-teaching is done during academic tutoring, differentiated and personalized instruction via technology and blended learning, small group pull out support, and an extended semester intervention.
- Academic Progress reports are used to assess and identify student achievement. These are done online and are updated in real time, so that teachers, parents, administrators and advisors can see progress. Official grade reports are sent home at the end of the semester.
- Individual student interventions are identified to remediate subject materials or enhance level of study for pupils that excel beyond the current benchmarks. Students are identified for remediation via results on the MAP test, internal assessments, and student work. Additionally, any student who has less than a 70% mastery rate in his/her coursework will be recommended. We have a five tier Response to Intervention program. All students are assigned differentiated blended learning “playlists” as well as capstone projects, in order to ensure that all students reach mastery of skills and standards. Students who need remediation are assigned to after school office hours and tutoring, as well as an extended semester intervention. If students does not respond to interventions, a Student Study Team (SST) and an Individualized Learning plan will be conducted to support the at risk pupil, offering a more comprehensive, intervention. We will also offer summer school for both remediation and credit recovery.
- A vertical, 6-8 (and eventually 6-12) scope and sequence for each content area and skills to ensure consistency across grade levels. Grade levels and departments have at least two hours per week and several professional development days per year to collaborate and plan in order to create consistent assessments, projects and instruction and to assure that pupils matriculate to the next grade level demonstrating the skills identified in the National, State and School standards.
- During designated professional development days or “data days,” teachers and administrators review benchmarks to assure that each grade level addresses areas of deficiency. Faculty meetings (grade level teams and departments) are scheduled weekly to review areas that may require more attention. Each grade articulates expected outcomes with the grade below and the grade above to guarantee consistency in delivery of content and performance standards in each of the core academic areas of language arts, mathematics, History, Social Studies and science.
- Students are also required to revise all capstone assessments to the level of mastery that the teacher requires.
- EBIA provides pull out instruction, which is a remedial program designed for struggling and low performing students to improve their reading skills. This also includes those who have IEPs or who are designated LEP.
- Students are identified at risk for reading failure by the use of the diagnostic MAP assessment, interim assessment and by student work.

Progress to date:

EBIA has administered the NWEA MAP test in August 2014, the CELDT in September 2014 and plans to administer Smarter Balanced Interim Assessments in January (if possible). We are awaiting results of the CELDT test administered in September of 2014.

All grade levels have collaboratively planned multi and interdisciplinary capstone projects aligned to CCSS/NGSS, state standards and school SEL standards.

Results to date:

As the school opened in August of 2014, we have no results to date. However, we fully expect to administer all state required assessments, including SBAC. We will also undergo a thorough analysis of results in an effort to continually improve teaching and learning.

Diagnostic tests in the form of NWEA MAP (see above) show that we still have a significant amount of students below average in math (25% in 6th, 35% in 7th), and in reading (24% in 6th and 18% in 7th). Our diagnostic test also reveals that we are short of our goals of having 75% of student proficient or above in math and ELA.

Other indicators of success:

- EBIA is fully enrolled and had a wait list for both 6th and 7th grades last year.
- We anticipate high interest in the school and a wait list for next year's (2015-2016) 6th grade class.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and Mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

| | |
|---|---|
| <p>SCHOOL GOAL # 1</p> <p>All students will become proficient readers and writers of the English Language.</p> | |
| <p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> • All students school-wide (6th and 7th grades) • Current numerically significant subgroups: • Hispanic or Latino • Black or African American • Socioeconomically Disadvantaged • Special Education | <p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • 70% of students will show growth on their internal benchmark assessments for English. • 75% or more of all students will be proficient or above on the ELA CC assessment. • An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the NWEA MAP assessment. • 97% or more of all students will earn a passing grade of C or above in their English course. |
| <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • EBIA teachers, administrators, advisors and parents will monitor progress by analyzing annual SBAC growth, school-wide, by numerically significant subgroup, grade level and strand. The school will develop action plans that respond to the data. • EBIA’s teachers, administrators, and parents will monitor progress through the analysis of ELA benchmark assessments, and NWEA assessments | <p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Benchmark scores four times per year • NWEA assessment data twice a year (or once per year if SBAC interim assessments are released in time, we will conduct SBAC interim assessments once per year) • Capstone projects twice per year. |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|---|---|
| <p>1. Alignment of instruction with content standards:</p> <p>A. Scope and sequence for each course aligned to CCSS, including a skills scope and sequence for each grade level.</p> <p>B. Adaptive and differentiated learning via blended learning during Independent Learning Time and for homework.</p> <p>C. Benchmark assessments will be conducted 4 times yearly to determine which type of intervention program is appropriate for which students and what re-teaching is necessary.</p> <p>D. Quarterly professional development to support core Reading and Language Art curriculum, differentiated instruction, integrating comprehension and test taking strategies and technology.</p> <p>E. Staff will continue to review standards and adopt charter school standards and curricula that are consistent with state guidelines and recommendations, as well as research based best practices and “cutting edge” instruction.</p> <p>F. Staff will receive extensive pre-service training, weekly professional development, intersession professional development, and on going coaching related to the development and implementation of a cross-curricular literacy program with an emphasis on the implementation of standards-aligned reading assessments, instructional strategies and materials.</p> <p>G. Staff will continue to refine and administer a standards based Personalized Learning Plans and progress report and grade level rubrics for each student.</p> <p>H. Teacher recruitment, hiring, evaluation will focus on teaching the content standards in the context of our school’s mission.</p> <p>I. Student evaluations will stress mastery of standards-based skills and content in the context of our school’s mission.</p> <p>J. Teachers and parents will create and monitor Personalized</p> | <p>Year round</p> <p>Teachers</p> <p>Special Education</p> <p>Administration</p> <p>Tutors</p> | <p>Workshop fees</p> <p>Materials (software, texts, etc.).</p> <p>Consultant Fees</p> <p>Paid professional development (release) days</p> | <p>\$400</p> <p>\$1,800</p> <p>\$1,500</p> <p>\$1,448</p> | <p>General Fund</p> <p>General Fund</p> <p>Title II, part A</p> <p>General Fund</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|---|----------------|
| <p>Learning Plans for each student that align to mastery of content and skills.</p> <p>K. Capstone projects for each grade level that align with CCSS.</p> <p>L. Use of Common Core aligned reading programs such as EngageNY, Quill and Curriculet.</p> | | | | |
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <p>A. Standards aligned, scientific research based language arts materials will be in place in classrooms, including replacement of consumable materials on an annual basis.</p> <p>B. 6-8, and eventually 6-12, scope and sequence and teacher lesson plans will make explicit reference to standards that are being taught.</p> <p>C. Competency based education tied to standards. Each student will have a Personalized Learning Plan that will track mastery of the skills and standards on both CCSS and school based standards.</p> <p>D. Standards based assessments will be used to analyze student progress and mastery of standards and to adjust instructional strategies.</p> <p>E. Charter school grading policies will be written to reflect teaching to mastery of school and state standards.</p> <p>F. Teachers will regularly examine student work samples to ensure that students are mastering grade-level standards.</p> <p>G. Teacher evaluation documents and procedures will focus on the California Standards for The Teaching Profession and the EBIA rubric (based on high performing charter organizations).</p> | <p>Year round</p> <p>Teachers</p> <p>Tutors</p> <p>Administration</p> | <p>Materials (software, texts, etc.).</p> <p>Workshop fees</p> <p>Paid Professional Development (release) Days</p> | <p>Included Above</p> <p>Included Above</p> | |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|--|---|
| <p>3. Extended learning time:</p> <p>A. Students who need intervention as designated by diagnostic and benchmark assessments, grades, and teachers will attend an extended semester during intersession (3, two-week programs per year in October, January and May/June).</p> <p>B. Required Office Hours weekly after school for students who need remediation.</p> <p>C. Summer School for remediation in ELA and Math as well as potentially credit recovery for all courses.</p> | <p>Year Round</p> <p>Teachers</p> <p>Tutors</p> <p>Administrators</p> | <p>Intersession</p> <p>Teacher salaries</p> | <p>\$600</p> <p>\$724</p> | <p>General Fund</p> <p>General Fund</p> |
| <p>4. Increased access to technology:</p> <p>A. Differentiated, personalized instruction using blended learning playlists and a 1:1 Chrome book (laptop) ratio. Each student has his or her own laptop.</p> <p>B. Reading across the curriculum: reading and literacy strategies integrated into all content areas.</p> <p>C. Ongoing (weekly) professional development on how to best integrate reading strategies into all content areas.</p> <p>D. Adaptive technology for reading such as Achieve3000 and Accelerated Reader.</p> <p>E. Personalized Learning Plans for all students, which include a reading goal within ELA goals.</p> <p>F. Continued support of the training of teachers and administrators in the computer literacy proficiencies as well as other necessary software specific skills and in the interpretation of academic data (Google Docs, Illuminate, Activate, other subject specific programs).</p> | <p>Year round</p> <p>Teachers</p> <p>Tutors</p> <p>Tech support staff</p> <p>Administrators</p> | <p>Chrome books, including support and IT</p> <p>Workshop fees</p> <p>Materials (software, licensing fees)</p> <p>Consultant Fees</p> | <p>\$13,500</p> <p>\$400</p> <p>\$2,100</p> <p>\$1,500</p> | <p>General Fund</p> <p>Title II, part D</p> <p>General Fund</p> <p>General Fund</p> |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> | <p>Year round</p> | <p>Workshop fees</p> | <p>\$400</p> | <p>General Fund</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| <p>A. All teachers and instructional staff will participate in weekly staff development meetings to stay abreast of the latest teaching strategies, community development and psychosocial practices. The Principal/Head of School serves as the head of curriculum, coaching teachers on best practices and other areas of need.</p> <p>B. Regular coaching will be offered on site to assist teachers to analyze individual student literacy data and differentiate their teaching according to the Personalized Learning plan (PLP) for each student in need.</p> <p>C. Faculty will collaborate with peers and to focus on best practices and strategies proven to improve student achievement in reading.</p> <p>D. Partnership with SCALE and EngageNY program.</p> <p>E. Special Education professional development and coaching provided by outside experts.</p> <p>F. ~40 days of professional development days each year to ensure instructional strategies reflect an understanding of content standards and differentiating instruction. These will include expertise from both outside experts and expertise within the school.</p> <p>G. The school provides support for teachers in the Beginning Teacher Support and Assessment (BTSA) program (Induction) via a partnership with High Tech High.</p> <p>H. The school provides a variety of social and psychological tools and strategies to support the physical and mental health of its teachers such as community building and mindfulness training.</p> <p>I. The charter school will conduct a charter school-wide staff development needs assessment of all new and current teachers and administrators to determine professional development needs relative to standards and standards based instructional practice.</p> | <p>Teachers</p> <p>Tutors</p> <p>Administrators</p> | <p>Consultant Fees</p> <p>Materials (software, texts, etc.)</p> <p>Teacher salaries</p> | <p>\$1,000</p> <p>Included Above</p> <p>\$1,448</p> | <p>Title II, part A</p> <p>General Fund</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|---|--|---------------------|
| <p>J. All teachers will have a Personalized Educator Plan, in order to provided targeted and individualized professional development and growth. All teachers will set goals for student achievement.</p> <p>K. Staff will be encouraged to seek external professional development opportunities.</p> | | | | |
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>A. Parents will receive a revised Family Handbook each year to keep them abreast of current academic, social, community programs and the code of conduct.</p> <p>B. Parents and advisors meet twice per year to write and edit a Personalized Learning Plan for each student. Advisors meet with students at least once weekly to gauge progress on the plan. All teachers are informed of the goals on the plan. Parents can access the PLP at anytime via our online grading system, Illuminate and Google docs.</p> <p>C. Parents are strongly recommended to volunteer 30 hours annually. EBIA provides a differentiated list of volunteering activities including: assisting teachers, assistance in the front office, translation, chaperoning field trips, and supporting fundraisers and after school activities.</p> <p>D. Parents participate in Parent, Teacher Organization (PTO) where they are kept abreast of current issues.</p> <p>E. The charter school will yearly publish a School Accountability Report Card (SARC) that summarizes school performance data.</p> <p>F. Every parent or caring adult will be invited to attend Back to School, Open House and exhibitions of student work that include presentations and information about student learning, graduation requirements and other topics.</p> | <p>Year Round</p> <p>Teachers</p> <p>Administrators</p> <p>Tutors</p> <p>Parents</p> | <p>Web site costs</p> <p>Materials (software, texts, etc.)</p> <p>Staff/teacher salaries</p> <p>Consultant Fees</p> | <p>\$600</p> <p>Included Above</p> <p>Included Above</p> <p>Included Above</p> | <p>General Fund</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|--|---------------------|
| <p>G. The school will develop and implement surveys to assess family interests and needs for education-related services. Based on this data, EBIA will organize a series of parent-family workshops, symposiums, classes and other meetings related to the needs of our community.</p> <p>H. Through the online systems, parents will have regular access to individual assessment results and student progress. Access to a computer or paper copies will be provided if necessary. Explanations will be provided by advisors.</p> <p>I. Regular biweekly parent newsletters (paper and online) to keep parents abreast of instructional events and changes at the school.</p> <p>J. A Parent Advisory Committee with subcommittees for each area of need at the school, such as curriculum and instruction.</p> <p>K. Parent workshops as needed in order to best educate parents about the educational model, such as technology and blended learning trainings.</p> <p>L. EBIA Cafelito: a monthly forum for parents and school leadership to discuss major school issues.</p> | | | | |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>A. EBIA will infuse character education and social-emotional learning throughout the curriculum. In order to best prepare students to be citizens of a 21st century interconnected world, they will have to be proficient in both academic skills and content, as well as the social-emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.</p> <p>B. All students will have an advisor who is the first point of contact for academic, social, and emotional issues.</p> <p>C. Student progress on their Personalized Learning Plan will be</p> | <p>Year Round</p> <p>Teachers</p> <p>Administrators</p> <p>Parents</p> | <p>Consultant Fees</p> <p>Workshop fees</p> <p>Materials (curriculum, software, texts)</p> | <p>\$1,000</p> <p>Included Above</p> <p>Included Above</p> | <p>General Fund</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|---|--|
| <p>discussed in student-teacher-parent conferences, held twice per year. Advisors will check-in weekly with students and regularly with parents on progress. Short and long term goals will be set for academics, self-directed learning, social-emotional learning, and college/career goals and criteria that specify goal attainment in behavioral terms will be determined. Students, parents, and teachers will discuss specific steps students will take to progress further as well as the types of support they will receive from teacher and parents to help them attain their goals.</p> | | | | |
| <p>8. Monitoring program effectiveness:</p> <p>A. Administrators and teachers will regularly analyze national, state and local assessment data to inform instructional strategies. This will be accomplished as part of faculty intersession as well as weekly during daily staff meetings.</p> <p>B. EBIA will use assessments to design Personalized Learning Plans for each student, to inform instruction, to monitor student and program progress and to drive ongoing, program improvements. Throughout the year, staff will discuss assessment data in regular staff meetings.</p> <p>C. Administrators, teachers, parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments.</p> <p>D. The charter school will participate in all required phases of the state’s standards-based assessment system and will use the results to monitor programs and adjust instructional practice when necessary.</p> <p>E. The school will maintain a yearly strategic for student achievement, and school leadership, teachers, and parents the responsibility for monitoring progress and making needed revisions.</p> | <p>Year round</p> <p>Teachers</p> <p>Administrators</p> <p>Tutors</p> | <p>Staff Salaries</p> <p>Consultant Fees</p> <p>Conference Fees</p> <p>Materials (software, texts, etc.)</p> <p>Tutors</p> | <p>\$2,896</p> <p>Included above</p> <p>Included above</p> <p>Included above</p> <p>\$10,500</p> <p>\$7,500</p> <p>\$1,500</p> <p>\$1,500</p> | <p>General Fund</p> <p>General Fund Title 1, part A Title III IDEA</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|--|---------------------|
| <p>9. Targeting services and programs to lowest-performing student groups:</p> <p>A. Support for individualized learning through personal interaction with staff and volunteers (tutoring, office hours, Independent Learning Time, pull out, intersession).</p> <p>B. Individual academic counseling by advisors and teachers.</p> <p>C. Differentiated Instruction in small groups.</p> | <p>Year Round</p> <p>Teachers</p> <p>Administrators</p> | <p>Workshop Fees</p> <p>Consultant Fees</p> <p>Materials (texts, curriculum, software, etc.)</p> | <p>\$400</p> <p>Included above</p> <p>Included above</p> | <p>General Fund</p> |
| <p>10. Any additional services tied to student academic needs:</p> <p>N/A</p> | | | | |

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and Mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

| | |
|--|---|
| <p>SCHOOL GOAL # 2</p> <p>All students will become proficient in mathematical skills and content.</p> | |
| <p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> • All students school-wide (6th and 7th grades) • Current numerically significant subgroups: <ul style="list-style-type: none"> • Hispanic or Latino • Black or African American • Socioeconomically Disadvantaged • Special Education | <p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • 70% of students will show growth on their internal benchmark assessments for math. • 75% of students will be proficient or above on the math CC assessment. • 97% or more of students will earn a passing grade of C or above in their math course |
| <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • EBIA teachers, administrators, advisors and parents will monitor progress by analyzing annual SBAC growth, school-wide, by numerically significant subgroup, grade level and strand. The school will develop action plans that respond to the data. • EBIA’s teachers, administrators, Instructional Leadership Team, and parents will monitor progress through the analysis of Math benchmark assessments, and NWEA assessments. | <p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Benchmark scores four times per year • NWEA assessment data twice a year (or once per year if SBAC interim assessments are released in time, we will conduct SBAC interim assessments once per year) • Capstone projects twice yearly. |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|--|
| <p>1. Alignment of instruction with content standards:</p> <p>A. Scope and sequence for each course aligned to CCSS, including a skills scope and sequence for each grade level.</p> <p>B. Adaptive and differentiated learning via blended learning during Independent Learning Time and for homework.</p> <p>C. Benchmark assessments tied to standards will be conducted four times yearly to determine which type of intervention program is appropriate for which students and what re-teaching is necessary.</p> <p>D. Site administrators will receive training on standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards.</p> <p>E. Quarterly professional development to support core mathematics curriculum, differentiated instruction, integrating comprehension and test taking strategies and technology.</p> <p>F. Staff will continue to review standards and adopt charter school standards and curricula that are consistent with state guidelines and recommendations, as well as research based best practices and “cutting edge” instruction.</p> <p>G. Staff will receive extensive pre-service training, weekly professional development, intersession professional development, and on going coaching related to the development and implementation of a literacy program with an emphasis on the implementation of standards-aligned reading assessments, instructional strategies and materials.</p> <p>H. Staff will continue to refine and administer a standards based Personalized Learning Plans and progress report and grade level rubrics for each student.</p> <p>I. Teacher recruitment, hiring, evaluation will focus on teaching</p> | <p>Year round</p> <p>Teachers</p> <p>Administrators</p> <p>Tutors</p> | <p>Workshop and conference fees</p> <p>Materials (software, texts, etc.).</p> <p>Chrome books, including tech support for computers</p> <p>Paid professional development (release) days</p> | <p>\$400</p> <p>\$1,200</p> <p>\$1,500</p> <p>\$1,500</p> <p>Included above</p> <p>Included above</p> | <p>General Fund</p> <p>General Fund Title II, Part D Title III</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|---|---|---|
| <p>the content standards in the context of our school’s mission.</p> <p>J. Student evaluations will stress mastery of standards-based skills and content in the context of our school’s mission.</p> <p>K. Teachers and parents will create and monitor Personalized Learning Plans for each student that align to mastery of content and skills.</p> <p>L. Capstone projects for each grade level that align with CCSS.</p> <p>M. Use of online, CCSS aligned curriculum such as EngageNY, Kahn Academy, and Stanford SCALE</p> | | | | |
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <p>A. Standards aligned, scientific research based math materials will be in place in classrooms, including replacement of consumable materials on an annual basis.</p> <p>B. 6-8, and eventually 6-12, scope and sequence and teacher lesson plans will make explicit reference to standards that are being taught.</p> <p>C. Competency based education tied to standards. Each student will have a Personalized Learning Plan that will track mastery of the skills and standards on both CCSS and school based standards.</p> <p>D. Standards based assessments will be used to analyze student progress and mastery of standards and to adjust instructional strategies.</p> <p>E. Charter school grading policies will be written to reflect teaching to mastery of school and state standards.</p> <p>F. Teachers will regularly examine student work samples to ensure that students are mastering grade-level standards.</p> <p>G. Teacher evaluation documents and procedures will focus on the</p> | <p>Year round</p> <p>Teachers</p> <p>Administrators</p> <p>Tutors</p> | <p>Materials (software, texts, etc.).</p> <p>Workshop fees and registration</p> <p>Paid Professional Development (release) Days</p> | <p>Included above</p> <p>\$400</p> <p>\$1,448</p> | <p>General Funds</p> <p>General Funds</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|---|---|---|
| California Standards for The Teaching Profession and the EBIA rubric (based on high performing charter organizations). | | | | |
| <p>3. Extended learning time:</p> <p>A. Students who need intervention as designated by benchmark assessments and teachers will attend an extended semester during intersession (3, two-week programs per year in October, January and May/June).</p> <p>B. Summer School will be provided for remediation and credit recovery.</p> | <p>Year round</p> <p>Teachers</p> <p>Tutors</p> | <p>After school program</p> <p>Intersession</p> <p>Summer school</p> <p>Teacher salaries</p> | <p>\$360 \$360</p> <p>\$900 \$900</p> <p>\$11,584</p> | <p>General Funds Title II, part D</p> <p>Title III IDEA</p> |
| <p>4. Increased access to technology:</p> <p>A. Differentiated, personalized instruction using blended learning playlists and a 1:1 Chrome book (laptop) ratio. Each student has their own laptop.</p> <p>B. Reading across the curriculum: reading and literacy strategies integrated into all content areas.</p> <p>C. Ongoing (weekly) professional development on how to best integrate reading strategies into all content areas.</p> <p>D. Adaptive technology for remediation, such as Kahn Academy and ST Math.</p> <p>E. Personalized Learning Plans for all students, which include a reading goal within ELA goals.</p> <p>F. Continued support of the training of teachers and administrators in the computer literacy proficiencies as well as other necessary software specific skills and in the interpretation of academic</p> | <p>Year Round</p> <p>Teachers</p> <p>Tutors</p> <p>Administrators</p> | <p>Chrome books, including support and IT</p> <p>Conference Fees</p> <p>Materials (software, licensing fees)</p> <p>Consultant Fees</p> | <p>Included above</p> <p>\$400</p> <p>Included above</p> <p>\$1,000</p> | <p>General Fund</p> <p>Title II, part D</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|----------------|
| data (Google Docs, Illuminate, Activate, other subject specific programs). | | | | |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>A. All teachers and instructional staff will participate in weekly staff development meetings to stay abreast of the latest teaching strategies, community development and psychosocial practices. The Principal/Head of School serves as the head of curriculum, coaching teachers on best practices and other areas of need.</p> <p>B. Regular coaching will be offered on site to assist teachers to analyze individual student literacy data and differentiate their teaching according to the Personalized Learning plan (PLP) for each student in need.</p> <p>C. Faculty will collaborate with peers and to focus on best practices and strategies proven to improve student achievement in reading.</p> <p>D. Partnership with Stanford SCALE and EngageNY program.</p> <p>E. Special Education coaching and professional development provided by outside experts.</p> <p>F. ~40 days of professional development days each year to ensure instructional strategies reflect an understanding of content standards and differentiating instruction. These will include expertise from both outside experts and expertise within the school.</p> <p>G. The school provides support for teachers in the Beginning Teacher Support and Assessment (BTSA) program (Induction) via a partnership with High Tech High.</p> <p>H. The school provides a variety of social and psychological tools and strategies to support the physical and mental health of its</p> | <p>Year Round</p> <p>Teachers</p> <p>Tutors</p> <p>Administrators</p> | <p>Conference Fees</p> <p>Consultant Fees</p> <p>Materials (software, texts, etc.)</p> <p>PD/release days</p> | <p>\$400</p> <p>Included above</p> <p>Included above</p> <p>\$1,448</p> | |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|--|---------------------|
| <p>teachers such as community building and mindfulness training.</p> <p>I. The charter school will conduct a charter school-wide staff development needs assessment of all new and current teachers and administrators to determine professional development needs relative to standards and standards based instructional practice.</p> <p>J. All teachers will have a Personalized Educator Plan, in order to provided targeted and individualized professional development and growth. All teachers will set goals for student achievement.</p> <p>K. Staff will be encouraged to seek external professional development opportunities.</p> | | | | |
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>A. Parents will receive a revised Family Handbook each year to keep them abreast of current academic, social, community programs and the code of conduct.</p> <p>B. Parents and advisors meet twice per year to write and edit a Personalized Learning Plan for each student. Advisors meet with students at least once weekly to gauge progress on the plan. All teachers are informed of the goals on the plan. Parents can access the PLP at anytime via our online grading system, Illuminate and Google docs.</p> <p>C. Parents are strongly recommended to volunteer 30 hours annually. EBIA provides a differentiated list of volunteering activities including: assisting teachers, chaperone field trips and special administrative staff, and support fundraisers and after school activities.</p> <p>D. Parents participate in Parent, Teacher Organization (PTO) where they are kept abreast of current issues.</p> <p>E. The charter school will yearly publish a School Accountability</p> | <p>Year round</p> <p>Teachers</p> <p>Administrators</p> <p>Tutors</p> <p>Parents</p> | <p>Web site costs</p> <p>Materials (software, texts, etc.)</p> <p>Tutors</p> <p>Consultant Fees</p> <p>Workshop fees</p> | <p>Included above</p> <p>Included above</p> <p>\$4,800</p> <p>Included above</p> <p>Included above</p> | <p>General Fund</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|---|----------------|
| <p>Report Card (SARC) that summarizes school performance data.</p> <p>F. Every parent or caring adult will be invited to attend Back to School, Open House and exhibitions of student work that include presentations and information about student learning, graduation requirements and other topics.</p> <p>G. The school will develop and implement surveys to assess family interests and needs for education-related services. Based on this data, EBIA will organize a series of parent-family workshops, symposiums, classes and other meetings related to the needs of our community.</p> <p>H. Through the online systems, parents will have regular access to individual assessment results and student progress. Access to a computer or paper copies will be provided if necessary. Explanations will be provided by advisors.</p> <p>I. Regular biweekly parent newsletters (paper and online in English and Spanish) to keep parents abreast of instructional events and changes at the school.</p> <p>J. A Parent Advisory Committee with subcommittees for each area of need at the school, such as curriculum and instruction.</p> <p>K. Parent workshops as needed in order to best educate parents about the educational model, such as technology and blended learning trainings.</p> <p>L. Café Lito: a monthly forum for parents and school leadership to discuss major school issues.</p> | | | | |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>A. EBIA will infuse character education and social-emotional learning throughout the curriculum. In order to best prepare students to be citizens of a 21st century interconnected world, they will have to be proficient in both academic skills and content, as well as the social-emotional skills of self-awareness,</p> | <p>Year Round</p> <p>Parents</p> <p>Teachers</p> | <p>Consultant Fees</p> <p>Workshop fees</p> <p>Professional Development/release days</p> <p>Materials (curriculum,</p> | <p>Included above</p> <p>Included above</p> <p>Included above</p> <p>Included above</p> | |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|---|---------------------|
| <p>self-management, social awareness, relationship skills, and responsible decision making.</p> <p>B. All students will have an advisor who is the first point of contact for academic, social, and emotional issues.</p> <p>C. Student progress on their Personalized Learning Plan will be discussed in student-teacher-parent conferences, held twice per year. Advisors will check-in weekly with students and regularly with parents on progress. Short and long term goals will be set for academics, self-directed learning, social-emotional learning, and college/career goals and criteria that specify goal attainment in behavioral terms will be determined. Students, parents, and teachers will discuss specific steps students will take to progress further as well as the types of support they will receive from teacher and parents to help them attain their goals.</p> | | software, texts) | | |
| <p>8. Monitoring program effectiveness:</p> <p>A. Administrators and teachers will regularly analyze national, state and local assessment data to inform instructional strategies. This will be accomplished as part of faculty intersession as well as weekly during daily staff meetings.</p> <p>B. EBIA will use assessments to design Personalized Learning Plans for each student, to inform instruction, to monitor student and program progress and to drive ongoing, program improvements. Throughout the year, staff will discuss assessment data in regular staff meetings.</p> <p>C. Administrators, teachers, parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments.</p> <p>D. The charter school will participate in all required phases of the state’s standards-based assessment system and will use the results to monitor programs and adjust instructional practice</p> | <p>Year round</p> <p>Teachers</p> <p>Administrators</p> | <p>Staff Salaries</p> <p>Consultant Fees</p> <p>Workshop Fees</p> <p>Materials (software, texts, etc.)</p> <p>Tutors</p> | <p>\$11,584</p> <p>Included above</p> <p>Included above</p> <p>Included above</p> | <p>General Fund</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|--|---------------------------|
| <p>when necessary.</p> <p>E. The school will maintain a yearly strategic for student achievement, and school leadership, teachers, and parents the responsibility for monitoring progress and making needed revisions.</p> | | | | |
| <p>9. Targeting services and programs to lowest-performing student groups:</p> <p>For the lowest performing students in the area of math, students will receive:</p> <p>A. Support for individualized learning through personal interaction with staff and volunteers (tutoring, office hours, Independent Learning Time, pull out, intersession).</p> <p>B. Individual academic counseling by advisors and teachers.</p> <p>C. Differentiated Instruction in small groups.</p> | <p>Year Round</p> <p>Teachers</p> <p>Tutors</p> | <p>Workshop Fees</p> <p>Consultant Fees</p> <p>Materials (texts, curriculum, software, etc.)</p> | <p>Included above</p> <p>Included above</p> <p>\$2,000 \$2,000</p> | <p>Title III IDEA</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|-------------------------------|----------------------|----------------|----------------|
| 10. Any additional services tied to student academic needs: N/A | | | | |

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

| | |
|---|---|
| <p>SCHOOL GOAL # 11</p> <p>English Learners make significant progress towards being re-designated.</p> | |
| <p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> • All students school-wide (6th and 7th grades) • Current numerically significant subgroups: • Hispanic or Latino • Socioeconomically Disadvantaged • Special Education • Limited English Proficient | <p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • 75% of ELs are re-designated yearly. • 90% of ELs make progress towards EL proficiency as measured by the CELDT. • 75% of ELs are reclassified as measured by the CELDT. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students. |
| <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • EBIA teachers, administrators, advisors and parents will monitor progress by analyzing annual SBAC and CELDT growth, school-wide, by numerically significant subgroup, grade level and strand. The school will develop action plans that respond to the data. • EBIA’s teachers, administrators, and parents will monitor progress through the analysis of ELA benchmark assessments, CELDT, and NWEA assessments. | <p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Benchmark scores four times per year • CELDT scores • NWEA assessment data twice a year (or once per year if SBAC interim assessments are released in time, we will conduct SBAC interim assessments once per year) • Capstone projects twice yearly. |

| | Description of how the LEA is meeting or plans to meet this requirement. |
|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: Describe the programs and activities to be developed, implemented, and administered under the sub grant; Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); <p>Describe how the LEA will promote parental and community participation in LEP programs.</p> | <p>As our mission is to prepare students for college and to be future leaders, we believe it is imperative for students to have very high levels of achievement in academic English. A needs assessment of students (who qualify as LEP students who would be served under Title III) reveals that persistent, strategic instruction in English moves children in an upward trajectory of progress toward English attainment.</p> <p>English Learners are identified by the home language survey parents fill out when students enroll. The CELDT test is administered annually to assess the progress towards English language acquisition for those students identified as English Language Learners. As described above the results from the CELDT are analyzed by administrators, teachers, parents, in order to monitor progress towards goals. Furthermore, teachers will use the CELDT data to determine which students need differentiation and intervention.</p> <p>The Charter School will serve EL students through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular education class and receives differentiated instruction in order to learn English. For these students we will employ the Specially Designed Academic Instruction in English teaching approach, which our teachers will receive regular professional development to practice. The PLP process allows the Charter School to address additional needs of individual students in unique, targeted ways.</p> <p>As we are in our first year, we do not currently provide a separate program for our ELs. All students in the same grade level take the same courses—we do not track our students in our heterogeneous model. Extension and remediation is provided during Independent Learning Time via personalized learning through technology or during Intersession.</p> |

| | Description of how the LEA is meeting or plans to meet this requirement. |
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| | <p>The Title III program that EBIA has implemented and will continue to implement includes the following highly structured and scaffolded English Immersion for 85% of the academic day for our English Language Learners, Guided Language Acquisition Development plans in place in each classroom that serves ELs, Professional Development for teachers that focuses on English Language Development, scaffolding English Language Learners, arranging and using classroom space for ELs, and assessing progress of ELs, and targeted remediation for ELs during intersession.</p> <p>As part of our differentiated Individual Learning Time, we will provide reading, writing and speaking support to EL students. EL students will also have the opportunity to work one-on-one with teachers and tutors to receive individualized support and instruction.</p> <p>The Department of Education recommends that the intervention “utilize fast-paced, engaging instruction,” which aligns with our core instructional strategies as described previously in this section. During Independent Learning Time as well as small group time, teachers will be able to differentiate tasks, readings, and assignments for ELs. This is to ensure that although all students will have access to the same content and skills, modifications are made to assist ELs with language acquisition. Achievement of our ELs will be measured via internal benchmark assessments (likely using the ADEPT curriculum), the CELDT test and the Smarter Balanced Assessments. Faculty will meet four times annually to analyze data and implement improvement plans, specifically for subgroups such as ELs.</p> |

| | Description of how the LEA is meeting or plans to meet this requirement. |
|---|---|
| <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: English proficiency; and academic achievement in the core academic subjects</p> | <p>In accordance with the California Framework for ELA/ELD, EBIA will be supporting its English learners through a combination of integrated and explicit English language development approaches and strategies. The explicit ELD program will focus on Susana Daltro’s Systematic ELD curriculum and framework. Newcomers will receive explicit ELD instruction during Independent Learning Time and Intersession. Integrated support of ELs weaves throughout the day using SDAIE and GLAD techniques, particularly during adaptive blended learning, guided reading, explicit vocabulary instruction, strategic shared and close reading instructional strategies, and opportunities for academic discourse. Our newcomers are supported by the explicit ELD time, specific literacy strategies and by immersion in the English language.</p> <p>Other strategies within the content area include: making what is spoken, visual and vice-versa, use of visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents), and graphic organizers. EBIA will provide students with the opportunity to interact with the content in ways that do not necessarily require reading and writing English such as visuals, storyboards, and manipulatives.. Students improve their mastery of language through use. The Department of Education’s recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills. One way we will concretely address this recommendation throughout the instructional day is through students working in partners and small cooperative groups during our small group learning time, which, when facilitated effectively each day, will provide a significant cumulative increase in authentic language practice.</p> <p>There are various levels of progress monitoring for ELLs. On an annual basis, administrators, teachers and parents will analyze SBAC outcomes for ELLs and CELDT outcomes, including matched cohort growth and meeting of goals. Throughout the year teachers and administrators analyze benchmark scores in both ELA and Math, disaggregating data by language proficiency to monitor student growth and to develop targeted action plans. During observations, the Principal observes using seating charts and ELL data in order to analyze differentiation and student academic engagement.</p> |

| | Description of how the LEA is meeting or plans to meet this requirement. |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. | <p>EBIA teachers will use Susana Dutro and E.L. Achieve’s Constructing Meaning: Explicit Language for Secondary Content Instruction (CM) to identify specific, content-driven language objectives and design instruction to address those objectives. They will also be trained explicitly in GLAD and SDAIE methods in order to teach ELs within the discipline.</p> <p>While collaboratively planning curriculum, teachers within departments and grade levels will create explicit scaffolds for EL students and look for ways to differentiate instruction and assessments.</p> <p>All of the above is designed to enhance the ability of teachers to understand and use curricula, assessment measures (CELDT, online assessments and capstone projects), and instruction strategies (SDAIE).</p> <p>Teachers also have at least 40 days of professional development, some of which is dedicated to analyzing student achievement data, including that of ELs, in order to implement plans to improve it. We will also designate specific PD sessions to serve ELs. Tutors (paraprofessionals) will also receive EL training on how to best support students during Independent Learning Time.</p> <p>We believe that because teachers are engaged in ongoing and rigorous professional development that is consistent, scaffolded, and relevant to their everyday classroom practice, the high quality professional development that we provide will equip teachers with the essential skills they require to serve our most needy students – therefore having long-term lasting impacts on teacher performance in the classroom. Additionally, teacher evaluation and goals includes a teacher’s ability to engage and serve our English Language Learners measured by a variety of means.</p> |

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| Activities | 4. Upgrade program objectives and effective instruction strategies. | Yes | <p>If yes, describe:</p> <p>See above. EBIA plans to use SDAIE, GLAD, and Systematic ELD.</p> |
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| | | Description of how the LEA is meeting or plans to meet this requirement. | |
| Allowable Activities | <p>5. Provide –</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction.</p> | Yes | <p>If yes, describe:</p> <p>Our targeted and differentiated Independent Learning Time, after school programs, and Intersession program are aimed at students who need support. A large percentage of students who are required to attend are English Language Learners.</p> <p>In the after school program, students receive one-on-one or small group instruction from their teachers. In the intersession program, students receive both online, adaptive instruction as well as one-on-one support from their teachers and tutors in language development.</p> <p>Students with IEPs who are ELs receive small group instruction at least once weekly.</p> |

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| | <p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p> | <p>No</p> | <p>If yes, describe:</p> |
| | <p>7. Improve the English proficiency and academic achievement of LEP children.</p> | <p>Yes</p> | <p>If yes, describe: See above. EL instruction is provided across the curriculum.</p> |

Plans to Notify and Involve Parents of Limited-English-Proficient Students

| <p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of <u>formulating and responding to recommendations from parents.</u></p> | <p>Description of how the LEA is meeting or plans to meet this requirement.</p> |
|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; | <p>At EBIA, we place a high premium on parent communication, especially to our families whose child is at a higher educational disadvantage – as LEP students are. There are several methods we utilize at EBIA to communicate with parents regarding the reasons for identification, proficiency levels, methods of instruction, and programs that their child is in.</p> <p>Pairing students with an advisor that is Spanish proficient. Whenever possible, we try to pair advisors that speak some Spanish with families of our LEP students, in order to best advocate for the student.</p> <p>Personalized Learning Plans. All EL students and their families will set language goals with their advisor, and the advisor will work with the student to ensure they have the resources and instruction to meet the goals.</p> <p>Weekly parent newsletters in English and Spanish.</p> <p>Parent education meetings in English and Spanish, specifically on the instructional model (technology/blended learning and Project Based Learning).</p> <p>Cafélito: a monthly forum for parents to meet with the school leadership.</p> <p>Twice per year, parents and teachers meet to discuss their child’s progress toward the school’s learning goals. These one-on-one meetings are also used to communicate: the reasons for the identification of their child as LEP (usually diagnostic assessment, student work and teacher observations) and in need of placement in a language instruction educational program; the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; the method of instruction used in the program in which their child is or will be, participating; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation.</p> <p>Regular contact with the advisor and regular updating of the PLP. The PLP plan will be shared in a Google doc with the parent, allowing parents to view progress.</p> <p>Expeditions. At the end of year, each student will participate in an expedition to publicly present their capstone projects and other work for the year. Parents have the opportunity to view their students’ work.</p> |

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| <p>Required Activity</p> | <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. | <p>IEP meetings: IEP meetings are used to communicate how a student’s disability affects their language acquisition.</p> <p>At mandatory parent orientation meetings and through the parent handbook, parents are informed of their rights as to how to remove, request, or decline enrollment from the home language program at EBIA. Because there is no other program offered, as we are an individual school, students do not have an alternative to the program.</p> <p>As all students are enrolled in the same program regardless of English proficiency, there are no specific EL programs and therefore no exit requirements.</p> |
| <p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> | | |
| <p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p> | | |

Plans to Provide Services for Immigrants

| IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)). | | Description of how the LEA is meeting or plans to meet this requirement. | |
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| Allowable Activities | 1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children: | No | If yes, describe: |
| | 2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth: | Yes | If yes, describe: See above and below for professional development for teachers |
| | 3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; | Yes | If yes, describe: See above. EBIA advisors will also provide weekly (90 minutes) and daily (10 minutes daily) of academic, social-emotional and career counseling and instruction. The school has a rubric and a scope and sequence for social-emotional learning, as well as partnerships with local organizations such as Seneca. Faculty participates in several professional development sessions per year on special education, and social-emotional learning. |

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| Allowable Activities | 4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds: | Yes | If yes, describe: See above. We will use research based best practice curriculum and software to help our ELs reach proficiency, specifically online adaptive programs that are aligned to ELD standards and CCSS. |
| | 5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services: | No | If yes, describe: |
| | 6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education: | No | If yes, describe: |

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| <p>Allowable Activities</p> | <p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p> | <p>No</p> | <p>If yes, describe:</p> |
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

| STRENGTHS | NEEDS |
|---|---|
| <ul style="list-style-type: none"> • 40 plus days of professional development time during summer and Intersession • Targeted professional development based on student achievement data (interim and summative) and Personalized Educator Plans • Regular (biweekly) meetings with the Head of School on observations and teaching practice • Partnership with High Tech High to provide a BTSA program • Partnerships with other high performing organizations: High Tech High, Stanford SCALE, Seneca, Summit Public Schools, Buck Institute to provide resources and Professional Development • 100% of the teaching staff are credentialed by the State of California (4 are undergoing induction/BTSA). • 72% teachers have at least 3 years of teaching experience, and 3 have at least ten years. • 5 of our 11 teachers have Masters degrees. • All teachers have received training in Project Based Learning, blended learning, social-emotional learning, Response to Intervention and differentiated instruction • Administrators are considered experts in Project Based Learning, Common Core Implementation and Assessment, and Special Education | <ul style="list-style-type: none"> • The school is in its first year of operation • Blended learning is still a nascent technique • We are in the first year of the new Smarter Balanced Assessments • Three of staff (out of 11) are in their first year of teaching <p>Teachers can use:</p> <ul style="list-style-type: none"> • Continued staff development in literacy development. • With the advent of the new Smarter Balanced Assessments and CC, additional training on CC alignment of instruction • Additional training in inclusion of limited-English proficient students' needs in content areas. • Ongoing development of understanding learning needs of older adolescents and young adults , specifically social-emotional needs and including the need for life skills training, health education, parent education, etc. • Additional training in strategies to integrate technology in classroom learning, and blended learning, and STEAM techniques. • Additional training in classroom strategies to address needs of students with learning disabilities. • Additional training in classroom strategies for differentiating instruction in heterogeneous classrooms • Training for tutors in facilitating Independent Learning Time, particularly classroom management • Cultural competency training, specifically for LBGT youth in addition to all of the other subgroups <p>We also plan to create partnerships with local universities to create a teacher pipeline.</p> |

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)
 (Summarize information from district-operated programs and approved school-level plans)

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| <p>SCHOOL GOAL # 13 EBIA will hire and retain highly qualified teachers.</p> | |
| <p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> • All students school-wide (6th and 7th grades) • All teachers • Current numerically significant subgroups: • Hispanic or Latino • Black or African American • Socioeconomically Disadvantaged • Special Education | <p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • 90% satisfaction rating on annual community survey results from faculty • 85% of faculty reach Personal Educator Plan Goals. • Number of high quality applicants per yearly faculty job opening is greater than 5. • Less than 10% of faculty leaving EBIA after two or fewer years that are a cultural, philosophical and skills fit. • 90% of faculty agree leadership meetings are productive on community survey. |
| <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • EBIA teachers and administrators will monitor progress by analyzing annual PEP goal completion and school culture data, hiring data, and community survey data, school-wide. The school will develop action plans that respond to the data. • EBIA’s administrators will monitor progress via twice yearly PEP meetings and biweekly check-ins with teachers and principals. | <p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Annual audit of PEP goal completion/percent of faculty meeting bonus goals • Annual community survey data |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|--|---|
| <p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>A. EBIA will provide training through 40+ days of professional development yearly, mostly during our 6 weeks of Intersession and the summer. It will focus on aligning instruction to state standards, differentiating instruction, using new and innovative techniques especially the use of technology, developing assessments to measure progress on the standards, and using data to identify interventions by students and standards. This training will be specific to grade levels and content areas, and in certain cases specific to subgroups. We have a competency based instruction model, aligned to standards, so all PD will ensure that students master each competency as outlined in state, national and school standards.</p> <p>B. EBIA school site administrators will conduct yearly professional growth needs assessments of teachers and site administrators in relation to the criteria for highly qualified teachers.</p> <p>C. The charter school will continue develop a year-long, school-wide professional development plan that reflects the criteria for highly qualified teachers and is based on staff strengths and needs in relation to student achievement results (aligned to state and national standards).</p> <p>D. Each teacher will have an individual professional growth plan (Personalized Educator Plan, or PEP) that identifies areas of need to move all staff toward proficiency in standards based instructional practices. It will also be tied to school goals related to student achievement.</p> <p>E. As part of the evaluation cycle, site administrators will record progress on each teacher’s individual professional growth plan three times a year based on the California Standards for the Teaching Profession and the EBIA teaching rubric, which is based on best practices of other high performing charter schools nationally, as well as other STEAM and blended schools. Provision of Individualized professional development and coaching will be included in this evaluation system.</p> <p>F. Regular (quarterly) data analysis days to determine student progress as</p> | <p>Year round</p> <p>Teachers</p> <p>Administrators</p> <p>Tutors</p> | <p>Workshop fees</p> <p>Consultant fees</p> <p>Travel or conference costs</p> <p>Materials (texts, software, etc.)</p> <p>Professional Development/rel ease days</p> | <p>\$400</p> <p>N/A</p> <p>\$1,200</p> <p>N/A</p> <p>\$1,448</p> | <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|-------------------------------|-------------------------|----------------|----------------|
| <p>aligned to the standard (competency based education) and professional development needs.</p> <p>G. Biweekly meetings with the Principal in regards to teaching and progress, as well as observations.</p> | | | | |
| <p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>A. School site administrators and lead teachers will review research on professional development activities that assist teachers and administrators to ensure all students meet or exceed standards. School leaders will stay abreast of new and continuing research and developments on competency based education through professional journals, conferences, and partnerships.</p> <p>B. The professional development plan is coherent, targeted, and focused on topics and workshops that have the greatest positive impact on a teachers' ability to accelerate the learning of students in the lowest performing groups and to ensure all students master all the competencies.</p> <p>C. The team will design a system of professional development that is differentiated based on teacher effectiveness and assignment.</p> <p>D. Successful teachers and site administrators will serve as demonstrators and coaches for those who are less successful.</p> <p>E. Cycle of peer observation and support will improve teacher practice through peer mentoring.</p> <p>F. Continued partnerships with our mentor schools such as High Tech High and other partners to provide training and resources.</p> | As Above | As Above | | |
| <p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> | As Above | As Above | | |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|-------------------------------|-------------------------|----------------|----------------|
| <p>A. We will provide data driven instruction, based on quarterly analysis of student assessments and achievement data, focusing on eliminating and reducing the achievement gap.</p> <p>B. Teachers will provide differentiated instruction for both struggling and high achieving students as well as interventions during Intersession.</p> <p>C. Teachers will receive ongoing cultural competency professional development (at least once yearly).</p> <p>D. Professional Development is linked to professional growth standards on EBIA Rubric and the CA Standards for teaching practice.</p> <p>E. When designing and assessing the professional development the team will specifically focus on how the PD worked to address the needs of struggling students, particularly those who are traditionally underserved such as ELs, Special Education students and low income students. We will also analyze to what degree the system is built on the strengths and needs of both staff and students.</p> <p>F. The team will continually look for new and innovative instructional methods to serve low achieving students via attending professional conferences and securing partnerships.</p> | | | | |
| <p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>A. The school site administrators and lead teachers will work together to review professional development activities to ensure that these activities are coordinated to address staff needs in assisting all students to meet or exceed state content standards.</p> <p>B. Activities will be designed to help teachers integrate standards based curriculum, instructional practice, assessments and an understanding of students' strengths.</p> <p>C. Classroom management, strategies to work successfully with student's families and other topics required by funding sources will be addressed</p> | As Above | As Above | | |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|-------------------------------|-------------------------|----------------|----------------|
| <p>within the context of ensuring that all students meet or exceed state content and academic standards.</p> <p>D. Professional development plans will be reviewed on an annual basis to ensure that activities supported with Title II, Part A funds are coordinated with other professional development activities supported by other Federal, state and local programs.</p> | | | | |
| <p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>A. Teachers will be taught a format for use of collaboration time (at least twice weekly) focused on coordinating the teaching and assessing of essential standards in the subject matter areas most in need of improvement. Strategies will include peer exchange and mentoring/coaching.</p> <p>B. Teacher collaboration time will focus on reviewing student assessments and planning for revising, reviewing, re-teaching or moving on. It will also focus on students who are most in need of intervention: academically or socio-emotionally.</p> <p>C. Principals' professional development will combine the leader's role in supporting standards implementation, managing for continuous improvement and addressing the diverse needs of students.</p> <p>D. All activities will focus on improving achievement for those students in the lowest performing groups in the charter school.</p> <p>E. Professional learning opportunities will be selected based on the needs of administrators and faculty identified in the needs assessment/PEP.</p> <p>F. Professional development will also focus on using technology to personalize learning and to differentiate instruction, particularly for the lowest performing students.</p> <p>G. All offerings for administrators will be closely aligned with the California Professional Standards for Educational Leaders, and those of other high</p> | As Above | As Above | | |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|-------------------------------|-------------------------|----------------|----------------|
| <p>performing charter networks such as KIPP, Summit and High Tech High.</p> <p>H. All new teachers and paraeducators will continue to participate in professional development that includes a mentoring component.</p> <p>I. Teachers will participate in Design Sessions to create improvement plans for student achievement, and to review progress on the plans.</p> <p>J. Creation of partnerships with local universities to provide professional development as well as student teachers and a teacher pipeline.</p> | | | | |
| <p>6. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>A. Teachers will be taught a format for use of collaboration time (at least twice weekly) focused on coordinating the teaching and assessing of essential standards in the subject matter areas most in need of improvement. Strategies will include peer exchange and mentoring/coaching.</p> <p>B. Teacher collaboration time will focus on reviewing student assessments and planning for revising, reviewing, re-teaching or moving on. It will also focus on students who are most in need of intervention: academically or socio-emotionally.</p> <p>C. Principals' professional development will combine the leader's role in supporting standards implementation, managing for continuous improvement and addressing the diverse needs of students.</p> <p>D. All activities will focus on improving achievement for those students in the lowest performing groups in the charter school.</p> <p>E. Professional learning opportunities will be selected based on the needs of administrators and faculty identified in the needs assessment/PEP.</p> <p>F. Professional development will also focus on using technology to personalize learning and to differentiate instruction, particularly for the lowest performing students.</p> | As Above | As Above | | |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|---|--|
| <p>G. All offerings for administrators will be closely aligned with the California Professional Standards for Educational Leaders, and those of other high performing charter networks such as KIPP, Summit and High Tech High.</p> <p>H. All new teachers and paraeducators will continue to participate in professional development that includes a mentoring component.</p> <p>I. Teachers will participate in Design Sessions to create improvement plans for student achievement, and to review progress on the plans.</p> <p>J. Creation of partnerships with local universities to provide professional development as well as student teachers and a teacher pipeline.</p> | | | | |
| <p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>A. Ongoing (quarterly) professional development during weekly meetings and intersession on blended, adaptive and competency based learning, including new and innovative techniques to use technology in instruction.</p> <p>B. Partnerships and training with High Tech High, Lawrence Hall of Science, Stanford SCALE, The Buck Institute, and Summit Public Schools.</p> | <p>Teachers</p> <p>Administrators</p> <p>Tutors</p> | <p>Chrome books</p> <p>Consultant Fees</p> <p>Workshop fees</p> <p>Materials (software, texts, etc.).</p> | <p>Included above</p> <p>\$2,000</p> <p>\$400</p> <p>Included above</p> | <p>Title III</p> <p>Title II, part D</p> |
| <p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>A. One-to-one Chrome book ratio with students.</p> <p>B. Use of Google Docs, Illuminate (online SIS and parent communication),</p> | <p>Year Round</p> <p>Teachers</p> <p>Tutors</p> <p>Administrators</p> | <p>Workshop fees</p> <p>Professional Development (release days)</p> <p>Materials (software, texts, etc.)</p> | <p>\$400</p> <p>\$1,448</p> <p>Included above</p> | <p>General Fund</p> <p>General Fund</p> |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|--------------------------------------|---------------------|
| <p>Activate for blended playlists.</p> <p>C. The use of technology is integrated into the professional development, support, and evaluation system at the school site (including that of tutors).</p> <p>D. All teachers are supplied with a laptop computer at no cost to them to conduct schoolwork communications, research, etc.</p> <p>E. Teachers and tutors will receive professional development on technology training for Activate, Google Docs, blended learning and other technology needs.</p> | | Chrome books | Included above | |
| <p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>A. This section of the LEA plan was developed in consultation with school administrators, interviews with staff and data from parent surveys and teacher self- assessments.</p> <p>B. Administrators and teachers will conduct an annual needs assessment to establish professional development goals that are tied to improving:</p> <ul style="list-style-type: none"> • Teachers’ and site administrators’ knowledge and skills • Organizational support for improved teaching and learning • Student achievement. • Survey results are planned for Spring of 2015. <p>This group has collaborated to design/select professional development activities and strategies to accomplish the goals outline in this plan, to monitor the impact of the activities and to adjust as needed.</p> | <p>Year Round</p> <p>Teachers</p> <p>Administrators</p> <p>Tutors</p> <p>Parents</p> | <p>Survey materials and systems</p> <p>Professional Development Days</p> | <p>Included above</p> <p>\$1,448</p> | <p>General Fund</p> |
| <p>9. How the LEA will provide training to enable teachers to:</p> <p>A. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs</p> | <p>Year Round</p> <p>Teachers</p> | <p>Consulting Fees</p> <p>Professional Development</p> | | |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|----------------|----------------|
| <p>(including students who are gifted and talented), and students with limited English proficiency;</p> <p>B. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>C. Involve parents in their child’s education; and</p> <p>D. Understand and use data and assessments to improve classroom practice and student learning.</p> <p>E. Specific professional development during the summer and intersession on EBIA’s special education and Response to Intervention Model.</p> <p>F. Weekly grade level meetings on progress of students and students of concern. Intervention plans as necessary.</p> <p>G. Consistent, school wide behavior and school culture plan based on Responsive Classroom and Positive Behavior Intervention Systems. Recognition of school wide norms at Morning Meetings.</p> <p>H. Social-emotional learning rubric, scope and sequence. Quarterly professional development on SEL.</p> <p>I. All teachers set SEL goals in their Personalized Educator Plans.</p> <p>J. All students set goals on their PLP for SEL. Parents are required to attend twice yearly PLP meetings.</p> <p>K. Data analysis days four times yearly on state, national and interim assessments. Specific professional development on how to analyze data and create and implement improvement plans.</p> <p>L. Professional development for faculty, tutors, and administrators on the school wide behavior system. Continual assessment of effectiveness, including data analysis of behavior issues.</p> <p>M. Specific training on twice yearly Personalized Learning Plan meetings with advisors and families. Adjustments to plans as necessary and weekly check-ins with advisors.</p> <p>N. Specific professional development on GLAD and SDAEI during</p> | <p>Tutors</p> <p>Administrators</p> <p>Special Education</p> | <p>(in-service days)</p> <p>Materials (software, texts, etc.)</p> | | |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|-------------------------|----------------|----------------|
| <p>intersession and summer training.</p> <p>O. Collaboration with departments and grade levels on how to best support ELs and Special Education students.</p> <p>P. Course scope and sequence with differentiation for special education, EL, and struggling students, as well as extension activities for high performing students.</p> <p>Q. Ongoing social-emotional learning professional development.</p> <p>R. 130 minutes per week of specific social emotional learning.</p> | | | | |
| <p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>A. EBIA is committed to meeting the stipulations under NCLB’s definition of “highly qualified” for each of its staff and anticipates that all teachers will be “highly qualified”. If EBIA is unable to hire enough “highly qualified” teachers, then it will use Title I and/or Title II money to ensure they meet NCLB requirements. This money could be used for BTSA classes in order for new teachers to clear their credentials or fees for any necessary exams.</p> <p>B. Qualified paraprofessionals:</p> <p>C. All charter school paraprofessionals meet the qualifications in Sec.1119 through their educational background having completed at least two years of study in an institution of higher education by 2012.</p> | <p>Year Round</p> <p>Tutors</p> <p>Teachers</p> | | | |

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

SCHOOL GOAL # 6

All EBIA graduates will be college ready and will graduate from college (includes 21st century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21st century world. EBIA is a diverse community.

| | |
|--|--|
| <p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> • All students school-wide (6th and 7th grades) • Current numerically significant subgroups: • Hispanic or Latino • Black or African American • Socioeconomically Disadvantaged • Special Education | <p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • At least 75% of all students will reach Personal Learning Plan goals on the SEL rubric. • 75% of students will be rated proficient or above on the SEL rubric. • 80% of students say other students consistently demonstrate Innovator norms on the annual community survey. • 90% of students are satisfied with EBIA on the annual school survey • 90% of students report to saying they feel safe at EBIA on the annual survey • Less than 10% suspensions. • Less than 1% expulsions. • Less than 10% transfer rate. |
| <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • EBIA teachers, administrators, advisors and parents will monitor progress by analyzing annual PLP goal completion, discipline/school culture data and community survey data, school-wide, by numerically significant subgroup, grade level and strand. The school will develop action plans that respond to the data. • EBIA's teachers, administrators, and parents will monitor progress via twice yearly PLP meeting and weekly check-ins with Advisors. | <p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Survey data once per year • Annual audit of students meeting PLP goals • Discipline data tracked yearly in Illuminate • Enrollment data tracked yearly in Illuminate |

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are

conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

| STRENGTHS | NEEDS |
|--|---|
| <ul style="list-style-type: none"> • All students are assigned to an advisory group, which is considered their family, or “crew” at the school. Students stay with this group for the three years of middle school and the 4 years of high school. The advisor is responsible for social-emotional learning, academic progress, behavior and attendance. • Personalized Learning Plans for all students, which include social-emotional learning goals. • Rubric and scope and sequence for social-emotional learning tied to state (IL and KS) and national (CASEL) standards for social and emotional learning. • Professional development for staff on social-emotional learning. • PE class three times weekly for all students. • 130 minutes per week of Advisory class, which explicitly teaches social-emotional learning. • Weekly grade level meetings to discuss students who are struggling and to give supports and intervention plans. • Restorative Justice program • Regular community building, including morning meeting • Discussion of Innovator Norms (school norms and values) in advisory, Morning Meeting and any discipline situation. • A clear set of emergency procedures and will provide ample opportunities for practice drills. | <p>There are still several needs that our school has that we can use to improve the environment and its conduciveness to learning:</p> <ul style="list-style-type: none"> • Peer mediation programs • Explicit education in the prevention of drug, tobacco, and alcohol use • Sexuality Education • Ongoing training for staff on social-emotional learning • Diversity trainings • Continued building of a strong school culture and school norms |

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students’ barriers to learning (e.g. attendance and behavior). Include a copy of the LEA’s code of conduct or policy regarding student behavior expectations.

ACTIVITIES

EBIA recognizes that the developments of student's social and emotional skills are as important to their future success and happiness as their academic skills. EBIA graduates will need both sets of skills to be able to truly thrive. As such, SEL skills will be woven into almost every aspect of life at EBIA. EBIA will approach the development of social-emotional skills, using both student-centered and environment-focused approaches. We also have a 6-college rubric for social-emotional skills as well as a scope and sequence aligned to state (Illinois and Kansas) and national standards (CASEL) for SEL.

Advisory curriculum taught by advisors each week will integrate SEL standards. For example, students may learn organization habits (using a planner/calendar, helping others become organized) as a form of self-management OR, students may role-play difficult conversations and communication skills as a form of working on self-awareness or social awareness. Health and Wellness curriculum is integrated as way of teaching Responsible Decision Making. A heavy emphasis of the Advisory curriculum in regard to SEL learning will be faculty modeling and on using culturally relevant role models as inspiration for living with high SEL. Advisory meets four times per week for 15 minutes and for 90 minutes once a week. There will also be additional advisory time during orientation at the start of the year.

The Advisory curriculum is broken into five main areas, with each grade level spending a different percentage on each, based upon what is developmentally appropriate and of the highest academic priority. Health and Wellness is taught in each grade level, with more extended learning occurring in 6th, 8th, and 10th grade, in line with the California State Standards for SEL.

The five main areas of Advisory are:

- Academic literacy
- Professional skills
- Future planning
- Health and wellness
- Community building

In addition to the Advisory system and the explicit teaching of SEL, EBIA incorporates the following:

- Small class size
- Morning Meeting
- Design tasks and activities around the Innovator Norms in order to improve school culture
- Guiding Principles
- Conflict Resolution
- Personal Learning Plans for each child
- Family Learning Nights
- Clear and consistent discipline policies
- Partnership with Seneca
- Service Learning in the later grades during intersession
- Restorative Justice Programs
- SEL woven throughout all core academic courses

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

| STRENGTHS | NEEDS |
|---|---|
| <p>EBIA has several strengths as it relates to creating a learning environment that is safe, drug-free, and conducive to learning. Because we have a commitment to keeping a small school, where students are known well, we are aware – usually – when students are engaging in at-risk behavior. Activities that help in this area are:</p> <ul style="list-style-type: none"> • Small class size • Advisory Systems • Conflict Resolution • Weekly grade level meetings (students are all in cohorts) • Design tasks and activities for students on how to improve healthy behavior; semester long projects • Personalized Learning Plans for each child • Family Learning Nights • Clear and consistent discipline policies • Explicit social-emotional learning around Responsible Decision Making • Restorative Justice Program | <p>There are still several needs that our school has that we can use to improve the environment and its conduciveness to learning:</p> <ul style="list-style-type: none"> • Peer mediation programs • Explicit education in the prevention of drug, tobacco, and alcohol use • Sexuality Education • Diversity trainings • Increased parent education about the use of drugs, alcohol, and risk behaviors • Professional development for teachers |

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Most Recent Survey date: _ / _ / _ Baseline Data | Biennial Goal (Performance Indicator) |
|---|--|--|
| The percentage of students that have ever used cigarettes will decrease biennially by: | 5 th _17_ % 7 th _9_ % | 5 th _n/a_ % 7 th _3_ % |
| The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: | 7 th _n/a_ % 9 th _8_ % 11 th _n/a_ % | 7 th _3_ % 9 th _3_ % 11 th n/a__ % |
| The percentage of students that have used marijuana will decrease biennially by: | 5 th _2_ % 7 th __n/a_ % | 5 th _3_ % 7 th n/a__ % |
| The percentage of students that have used alcohol within the past 30 days will decrease biennially by: | 7 th _19_ % 9 th 23__ % 11 th n/a__ % | 7 th 3__ % 9 th _5_ % 11 th _n/a_ % |
| The percentage of students that have used marijuana within the past 30 days will decrease biennially by: | 7 th _16_ % 9 th _26_ % 11 th _n/a_ % | 7 th _3_ % 9 th 5__ % 11 th _n/a_ % |

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Most Recent Survey date: _/_/_ Baseline Data | Biennial Goal (Performance Indicator) |
|---|--|---|
| The percentage of students that feel very safe at school will increase biennially by: | 5 th _72_ % 7 th 53__ % 9 th _47_ % 11 th _n/a_ % | 5 th __18%_ % 7 th _37%_ % 9 th _43_ % 11 th _n/a_ % |
| The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: | 7 th _24_ % 9 th 18__ % 11 th n/a__ % | 7 th _20_ % 9 th _15_ % 11 th n/a__ % |
| Truancy Performance Indicator | | |
| The percentage of students who have been truant will decrease annually by 2% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year. | 9.34_ % | __2_ % |
| Protective Factors Performance Measures from the California Healthy Kids Survey | Most recent date: _/_/_ Baseline Data | Biennial Goal (Performance Indicator) |
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: | 5 th 79__ % 7 th 63__ % 9 th _31_ % 11 th _n/a_ % | 5 th n/a__ % 7 th _27_ % 9 th 59%_ % 11 th _n/a_ % |

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Most Recent Survey date: _/_/_ Baseline Data | Biennial Goal (Performance Indicator) |
|---|--|---|
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: | 5 th _56_ % 7 th 59__ % 9 th 45__ % 11 th _n/a_ % | 5 th _n/a_ % 7 th _36_ % 9 th _50_ % 11 th _n/a_ % |
| The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: | 5 th _18_ % 7 th 57__ % 9 th _14_ % 11 th n/a__ % | 5 th n/a__ % 7 th _33_ % 9 th 76__ % 11 th n/a__ % |
| The percentage of students that report high levels of school connectedness at their school will increase biennially by: | 5 th 45__ % 7 th 43__ % 9 th _31_ % 11 th _n/a_ % | 5 th n/a__ % 7 th _47_ % 9 th _59_ % 11 th n/a__ % |

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

| LEA Specified Performance Measures | Performance Indicator Goal | Baseline Data |
|---|---|---|
| (Process to Collect Data) | | |
| <ul style="list-style-type: none"> • EBIA will use the number of suspensions or expulsions that are caused by physical or emotional violence, drug use, or jeopardy of school • Attendance (Illuminate) • Tardies (Illuminate) • Enrollment data and audit (Illuminate) • Parent and student surveys • Audit and report of PLPs | <ul style="list-style-type: none"> • 95% Average Daily Attendance. • Less than 3% per day (average) tardy • Less than 2% annual Chronic Absentee Rate. • Less than 1% Middle School Dropout rate. • Less than 10% suspensions. • Less than 1% expulsions. • At least 75% of all students will reach Personal Learning Plan goals on the SEL rubric. • 75% of students rated proficient or above on SEL rubric. • 80% + of students say other students consistently demonstrate Innovator norms on annual community survey. • 90% of students are satisfied with EBIA on the community survey • Less than 10% transfer rate. • 90% of students report to saying they feel safe at EBIA | <p>N/A, the school opened in August of 2014</p> |

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

| Science-Based Program Name | Program ATODV Focus | Target Grade Levels | Target Population Size | Purchase Date | Staff Training Date | Start Date |
|----------------------------|---------------------|---------------------|------------------------|---------------|---------------------|------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|-------|--|---------------------|---------------------|
| Yes | After School Programs | | 6-12 |
| Yes | Conflict Mediation/Resolution | | |
| | Early Intervention and Counseling | | |
| | Environmental Strategies | | |
| Yes | Family and Community Collaboration | | 6-12 |
| Yes | Media Literacy and Advocacy | | 6-12 |
| | Mentoring | | |
| | Peer-Helping and Peer Leaders | | |
| | Positive Alternatives | | |
| Yes | School Policies | | 6-12 |
| Yes | Service-Learning/Community Service | | 8-12 |
| | Student Assistance Programs | | |
| | Tobacco-Use Cessation | | |
| | Youth Development Caring Schools Caring Classrooms | | |
| | Other Activities | | |

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

| Promising Program name | Program ATODV Focus | Target Grade Levels | Target Population Size | Purchase Date | Staff Training Date | Start Date |
|------------------------|---------------------|---------------------|------------------------|---------------|---------------------|------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

EBIA has not designated a science-based program at this time. We will make a selection, if necessary after we have adequate baseline data from the CHKS and our own programmatic needs.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The LEA will conduct regular evaluations of the LEA’s alcohol, tobacco, other drug use and violence prevention programs. The CHKS survey will be conducted each year for students in grades 7 – 12. In addition, teachers, parents, and administrators will be surveyed about the needs that the school and its students have in these areas.

EBIA will collect all data on ATODV offenses at the school site and record them in the discipline page on the student information system. Results from this data along with discipline data, referrals for counseling are analyzed at minimum twice a year and are reported to the EBIA Board through the school site plan and the revisions to that plan. The CHKS survey and program evaluation will be summarized and reported on every other year.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

At this time, the school does not access Title IV funds and therefore will not report progress toward attaining the performance measures of SDFSC and TUPE programs.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

At this time, the school does not access Title IV funds and therefore will not report progress toward attaining the performance measures of SDFSC and TUPE programs.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

At this time, the school does not access Title IV funds and therefore will not report progress toward attaining the performance measures of SDFSC and TUPE programs.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Not applicable.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Not applicable.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

| Position/Title | Full time equivalent |
|----------------|----------------------|
| N/A | |
| | |
| | |

Performance Goal 5: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

| | |
|--|--|
| <p>SCHOOL GOAL # 6</p> <p>All EBIA graduates will be college ready and will graduate from college (includes 21st century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21st century world. EBIA is a diverse community.</p> | |
| <p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> • All students school-wide (6th and 7th grades) • Current numerically significant subgroups: • Hispanic or Latino • Black or African American • Socioeconomically Disadvantaged • Special Education | <p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> • Less than 1% Middle School Dropout rate. • Less than 3% High School Dropout Rate (cohort). • 95% High School Graduation Rate (cohort). • 98% of students are accepted to a 4-year college. |
| <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • EBIA teachers, administrators, advisors and parents will monitor progress by analyzing annual PLP goal completion and community survey data, school-wide, by numerically significant subgroup, grade level and strand. The school will develop action plans that respond to the data. • EBIA’s teachers, administrators, and parents will monitor progress via twice yearly PLP meeting and weekly check-ins with Advisors. | <p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Survey data once per year • Enrollment data tracked yearly in Illuminate • College acceptance data • Alumni survey data |

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

| Performance Indicator | Activities/Actions | Students Served | Timeline/ Person(s) Involved | Benchmarks/ Evaluation | Funding Source |
|---|---|-----------------|--|---|----------------|
| <p>5.1 (High School Graduates)</p> | <p>All students assigned an Advisor to track academic and SEL progress. Students stay with same advisor throughout duration of middle and/or high school.</p> <p>All students assessed in math and reading upon enrollment (NWEA Map).</p> <p>Students receive full description of graduation requirements.</p> <p>All students offered opportunity to receive individualized tutoring on site.</p> <p>Ongoing college bound school culture, including Innovator (school) norms.</p> <p>Parent workshops on HS completion and college readiness.</p> <p>Differentiated instruction in Independent Learning Time.</p> <p>Intersession “extended semester” to complete missing work and for remediation.</p> <p>Summer school for credit recovery and remediation.</p> <p>Graduation requirements exceed A-G.</p> <p>Advisor/Family conferences scheduled twice yearly and includes Personalized Learning Plan for graduation and college prep.</p> <p>Advisor meets weekly with students to track goals.</p> | <p>All</p> | <p>Year round</p> <p>Teachers/ advisors</p> <p>Parents</p> <p>Students</p> | <p>PLP completion</p> <p>Grades</p> <p>CAHSEE Results</p> <p>SAT/ACT Scores</p> <p>AP Results</p> <p>Intersession remediation attendance and enrollment</p> <p>Summer school enrollment</p> <p>Capstone Projects and Exhibitions</p> <p>Completion of all graduation requirements (college plan, intersession, service learning, internship, etc.).</p> | <p>ADA</p> |

| Performance Indicator | Activities/Actions | Students Served | Timeline/ Person(s) Involved | Benchmarks/ Evaluation | Funding Source |
|-----------------------|--|-----------------|---|--|----------------|
| | Students notified of benchmark assessment results. | | | | |
| 5.2 (Dropouts) | <p>EBIA intends to first prevent dropouts through its model, including Personalized Learning Plans, the Advisory System, Response to Intervention, and opportunities for hands on learning such as internships, intersession and service learning. All students also need to complete a college plan.</p> <p>Students determined to be at risk of dropping out of the school will receive the following support services and opportunities to strengthen their commitment to complete their degree: Academic supports as outlined above, Grade level intervention plan, intersession electives program. Activities such as extracurricular clubs including arts (drama & music), sports, program activities clubs, outdoor education. Information and referral for personal or substance counseling, housing, health care, Literacy tutoring, financial management</p> | All | Year Round Advisor Administrator Partners Parents | Survey results Retention Data PLPs Illuminate | ADA |

| Performance Indicator | Activities/Actions | Students Served | Timeline/ Person(s) Involved | Benchmarks/ Evaluation | Funding Source |
|--|--|---|-------------------------------------|--|---|
| <p>5.3 (Advanced Placement)</p> | <p>All students are required to take at least 4 AP courses before graduation: one math, science, and social science and AP English Language.</p> | <p>None until first 11th grade class, then all students.</p> | <p>Teachers/ Advisors</p> | <p>AP results/passing rate PLPs</p> | <p>ADA Fee reductions from College Board</p> |

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

| | |
|---|--|
| Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas." | |
| | Description of how the LEA is meeting or plans to meet this requirement: |
| Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. | EBIA allocates Title I funds based on the total number of children, ages 5 to 17, from low-income families who meet the income eligibility guidelines for the Free and Reduced Lunch program. |
| Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. | As a direct-funded charter school serving as its own LEA for the purposes of Title I, the school is selected as a Title I school based on It's number of students who qualify for free or reduced lunch. |

Additional Mandatory Title I Descriptions (continued)

| | |
|--|--|
| <p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p> | |
| | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> |
| <p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early | <p>Currently, 15 % of EBIA’s student body is socio-economically disadvantaged, as measured by free and reduced lunch status, and thereby qualifies for the schoolwide program status. Please see the table of contents for sections listed below.</p> <p>Comprehensive Needs Assessment Effective Methods and Instructional Strategies Extended Learning Time</p> <p>Strategies for underserved students Highly qualified teachers</p> <p>Professional Development</p> <p>Parent Involvement Transition from preschool</p> |

| | |
|--|--|
| <p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. | |
| <p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. | <p>Students are identified via diagnostic (NWEA MAP),interim (SBAC or internal) assessments four times yearly, and end of year state and national testing and semester and capstone projects. Teachers and advisors also identify students who have less than a 70% mastery rate in their classes.</p> <p>Students identified as needing remediation are placed into small group pull out instructing during Independent Learning Time, have required after school tutoring four times per week, and attend remediation during intersession and potentially summer school. Teachers also differentiate instruction during Independent Learning Time, small group instruction and for assessments.</p> <p>During the 40+ days of professional development each year, teachers are trained in remediation and differentiated instruction, as well as online adaptive programs that provide remediation.</p> <p>Parents are notified by the advisor if students are required to attend pull out instruction, after school office hours or intersession remediation. It is also discussed twice yearly at the PLP meeting.</p> |

Additional Mandatory Title I Descriptions

(continued)

| | |
|--|--|
| <p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p> | |
| | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> |
| <p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. | <p>See above.</p> <p>We will identify students via the results of end of year state/national tests, and capstone assessments, as well as beginning of the year diagnostic assessments and internal interim assessments. Students who do not demonstrate mastery (below 70%) in their coursework for one course or more will also be identified. Teachers may also use student work to identify students in need of intervention. Parents will also identify students in the biannual PLP meetings. We also have a 5 tier Response to Intervention Program.</p> <p>Students in need of intervention will be required to attend after school office hours, pull out programs, intersession and/or summer school.</p> |
| <p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p> | <p>Not applicable</p> |
| <p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p> | <p>Not applicable</p> |

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

| | Description of how the LEA is meeting or plans to meet this requirement: |
|---|--|
| <p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. | <p>The school for the purposes of PI is its own LEA. Therefore, the LEA will develop its own school plan and analyze data.</p> |

Additional Mandatory Title I Descriptions

(continued)

| | |
|---|--|
| <p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p> | |
| | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> |
| <p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p> | <p>The LEA will inform parents of PI status through a written letter translated into multiple languages as well as other forms of social media (Web site, email, etc.)</p> |
| <p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p> | <p>If parents choose to send their children to another school, they have the choice to transfer to another district school.</p> |

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”

| | Description of how the LEA is meeting or plans to meet this requirement: |
|--|--|
| <p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p> | <p>For the purposes of coordinating Title I and Title II programs, several needs assessments have been done. A thorough review of credentials has been conducted and teachers that are considered “not highly qualified” have been identified. In addition, a review has been done to determine if any teachers are teaching out of their specific credential areas, teaching on waivers, and charter school-wide CLAD/SDAIE certification.</p> <p>In conjunction, a charter school-wide professional growth needs assessment has been completed with all certificated staff and paraeducators. The focus of the professional growth activities was aligned to identify areas of need based on student achievement results. These identified areas will become the template for the charter school to design a Professional Development Plan and to allow administrators to work with site staff to identify individual professional growth needs and develop an individual professional growth plan. All teachers and administrators have a Personalized Educator Plan, tied to a monetary bonus, for improvement. The Principal uses the data in the PEP plans, in conjunction with student achievement data, to design a year-long Professional Development Plan.</p> |

| | |
|---|---|
| | <p>The Administrative Team will meet regularly to discuss how to identify specific teacher and principal needs, determine how the needs will be addressed through a professional development plan, and determine how Title I and II will fund this plan.</p> <p>The school also has a comprehensive recruitment strategy which includes forging partnerships with local universities to create a teacher pipeline.</p> |
| <p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p> | <p>The school has several strategies for coordinating resources ad efforts to prepare parents to be involve din the schools and in their children’s education.</p> <ul style="list-style-type: none"> • Mandatory parent meetings (PLPs) twice yearly to discuss student progress • Monthly parent leadership team meetings to discuss school issues and plan events • Regular check-ins with the students’ advisor • Weekly school newsletter in English and Spanish • End of the year expeditions of student work • Morning Meeting and all school events |

Additional Mandatory Title I Descriptions

(continued)

| <i>Coordination of Educational Services</i> | |
|---|--|
| <p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p> | |
| | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> |
| <p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p> | <p>The LEA, a direct-funded charter school, in this case, does not offer the programs listed to the left, therefore, we do not coordinate or integrate the educational services.</p> |

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

Devin Krugman, Head of School

Print Name of Superintendent

Signature of Superintendent

December 10, 2014

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education’s Expert Panel, or the University of Colorado’s Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education’s publication Getting Results. Websites where additional information can be found about each program’s description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

| Intended program outcomes and target grade levels. See research for proven effectiveness | | | | | | | |
|--|----------|---------|---------|-------|----------|------------|---------------|
| Name | Grade | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website |
| Across Ages | 4 to 8 | x | x | x | | x | C, |
| All Stars™ | 6 to 8 | x | x | x | | | A, C, D, E |
| ATLAS (Athletes Training and Learning to Avoid Steroids) | 9 to 12 | x | | x | | | A, B, C, D, |
| Border Binge Drinking Reduction Program | K to 12 | x | | | x | | C, |
| Child Development Project/Caring School Community | K to 6 | x | | x | x | x | A, B, C, D, E |
| Cognitive Behavioral Therapy for Child Sexual Abuse | Families | | | | x | | C |
| Cognitive Behavioral Therapy for Child Traumatic Stress | Families | | | | x | | C |
| Coping Power | 5 to 8 | | | x | x | | C |
| DARE To Be You | Pre-K | x | | x | x | x | A, C, |
| Early Risers Skills for Success | K to 6 | | | | x | | C, |
| East Texas Experiential Learning Center | 7 | x | x | x | x | x | C |
| Friendly PEERsuasion | 6 to 8 | x | | | | | C |
| Good Behavior Game | 1 to 6 | | | | x | | B, C |
| High/Scope Perry Preschool Project | Pre-K | | | | x | x | B, C, E |
| I Can Problem Solve | Pre-K | | | | x | | A, B, D |
| Incredible Years | K to 3 | | | | x | x | B, C, |
| Keep A Clear Mind | 4 to 6 | x | x | | | | A, C, |
| Leadership and Resiliency | 9 to 12 | | | | | x | C, |
| Botvin’s LifeSkills™ Training | 6 to 8 | x | x | x | x | | A, B, C, D, E |
| Lions-Quest Skills for Adolescence | 6 to 8 | | | | | x | D, C, E |
| Minnesota Smoking Prevention Program | 6 to 10 | | x | | | | A, D, E |

| | | | | | | | |
|--|---|---------|---------|-------|----------|------------|---------------|
| Olweus Bullying Prevention | K to 8 | | | | x | | B, C, E |
| Positive Action | K to 12 | x | x | x | x | x | C, D, |
| Project ACHIEVE | Pre-K to 8 | | | | x | x | A, C, E |
| Project ALERT | 6 to 8 | x | x | x | | | A, C, D, E |
| Project Northland | 6 to 8 | x | | x | | | A, B, C, D, E |
| Project PATHE | 9 to 12 | | | | | x | B, E |
| Project SUCCESS | 9 to 12 | x | x | x | | | C, |
| Project Toward No Drug Abuse (TND) | 9 to 12 | x | x | x | x | | C, |
| Project Toward No Tobacco Use (TNT) | 5 to 8 | | x | | | | A, C, D, E |
| Promoting Alternative Thinking Strategies (PATHS) | K to 6 | | | | | x | A, B, C, D, |
| Protecting You/Protecting Me | K to 5 | x | | | | | C, |
| Quantum Opportunities | 9 to 12 | | | | | x | B, E |
| Reconnecting Youth | 9 to 12 | x | | x | x | x | A, C, E |
| Responding in Peaceful and Positive Ways | 6 to 12 | | | x | x | | C, D, E |
| Rural Educational Achievement Project | 4 | | | | | x | C |
| School Violence Prevention Demonstration Program | 5 to 8 | | | | | x | C |
| Second Step | Pre-K to 8 | | | | | x | A, C, D, |
| Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project: | K to 6 | x | | | | x | B, C, D, E |
| SMART Leaders | 9 to 12 | | | x | | | C |
| Social Competence Promotion Program for Young Adolescents (SCPP-YA) | 5 to 7 | | | x | | | C |
| Start Taking Alcohol Risks Seriously (STARS) for Families | 6 to 8 | x | | | | | C, |
| Students Managing Anger and Resolution Together (SMART) Team | 6 to 9 | | | | | x | C, D, |
| Too Good for Drugs | K to 12 | x | x | x | x | | C |
| Community and Family-based Programs | | | | | | | |
| | Intended program outcomes and target setting. See research for proven effectiveness | | | | | | |
| Name | Target Population | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website |
| Big Brothers Big Sisters | Community | | | | | x | B, E |
| Brief Strategic Family Therapy | Families | | | x | | | B, C, |
| CASASTART | Community | | | x | x | | B, C, D, |
| Communities Mobilizing for Change | Community | x | | | | | C |
| Creating Lasting Family Connections | Families (6 to 12) | x | | x | | x | A, C, D, |
| Families And Schools Together (FAST) | Families | | | | x | | C, |
| Family Development Research Project | Families | | | | x | | C |
| Family Effectiveness Training | Families | | | | x | | C, |
| Family Matters | Families | x | x | | | | C |
| FAN (Family Advocacy Network) Club | Families | | | x | | x | C |
| Functional Family Therapy | Families | x | | x | x | | B, E |
| Home-Based Behavioral Systems Family Therapy | Families | | | | x | | C |
| Houston Parent-Child Development Program | Parents | | | | | x | C |
| Multisystemic Therapy | Parents | | | x | x | | B, C, E |
| Nurse-Family Partnership | Parents | | x | | | | B, C, |
| Parenting Wisely | Parents | | | | x | | C, |

| | | | | | | | |
|--|-------------------|---|---|---|---|---|-------------|
| Preparing for the Drug Free Years | Parents (4 to 7) | x | | x | | x | A, B, C, D, |
| Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project | Community | x | x | x | | | B, D, C, E |
| Schools and Families Educating Children (SAFE Children) | Families | | | | | x | C |
| Stopping Teenage Addiction to Tobacco | Community | | x | | | | C |
| Strengthening Families Program | Families (4 to 6) | x | | x | x | x | A, C, D, |

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

| <i>Research-based Activities</i> | |
|--|---|
| Activities | <i>Research Summaries Supporting Each Activity:</i> |
| After School Programs | Getting Results Part I, page 77-78 |
| Conflict Mediation/Resolution | Getting Results Part I, page 63-65 Getting Results Part I, page 127-129 |
| Early Intervention and Counseling | Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107 |
| Environmental Strategies | Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94 |
| Family and Community Collaboration | Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33 |
| Media Literacy and Advocacy | Getting Results Part II, page 45 Getting Results Update 3, page 22-24 |
| Mentoring | Getting Results Part I, page 49 |
| Peer-Helping and Peer Leaders | Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45 |
| Positive Alternatives | Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109 |
| School Policies | Getting Results Part I, page 66-72 Getting Results Part II, page 22-23 |
| Service Learning/Community Service | Getting Results Part I, page 81-83 Getting Results Part II, page 46-47 |
| Student Assistance Programs | Getting Results Part I, page 89-90 |
| Tobacco-Use Cessation | Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74 |
| Youth Development/Caring Schools/Caring Classrooms | Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1 |

APPENDIX E

| Promising or Favorable Programs | | | | | | | |
|--|-------------------|---------|---------|------|----------|------------|----------|
| <p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p> | | | | | | | |
| Name | Grade, or Setting | Alcohol | Tobacco | Drug | Violence | Youth Dev. | Web site |
| Adolescent Alcohol Prevention Trial | 5 to 7 | | | x | | | C |
| Aggression Replacement Training | School | | | | x | | D |
| Aggressors, Victims, and Bystanders | 6 to 9 | | | | x | | D |
| Al'sPal's: Kids Making Healthy Choices | Pre K to 2 | | | | x | | D |
| Baby Safe (Substance Abuse Free Environment) Hawaii | Families | x | x | x | | | C |
| Basement Bums | 6 to 8 | | x | | | | A |
| Be a Star | K to 6 | | | | | x | C |
| Behavioral Monitoring and Reinforcement | 7 to 8 | | | x | x | | C |
| Bilingual/Bicultural Counseling and Support Services | Communities | x | | x | | | C |
| Bully Proofing Your School | K to 8 | | | | x | | B |
| CAPSLE (Creating a Peaceful School Learning Environment) | K to 5 | | | | x | | B |
| Club Hero | 6 | | | | | x | C |
| Coca-Cola Valued Youth Program (CCVYP) | School | | | | | x | B |
| Colorado Youth Leadership Project | 7 | x | | | | x | C |
| Comer School Development Program (CSDP) | School | | | | | x | B |
| Earls court Social Skills Group Program | K to 6 | | | | | x | B |
| Effective Black Parenting Program (EBPP) | Families | | | | x | | B |
| Facing History and Ourselves | 7 to 12 | | | | x | | D |
| Family Health Promotion | Families | x | x | x | | x | C |
| FAST Track | 1 to 6 | | | | x | | B |
| Get Real About Violence | K to 12 | | | | x | | C |
| Growing Healthy | K to 6 | x | x | x | | | D |
| Intensive Protective Supervision Program | Community | | | | X | | B |
| Iowa Strengthening Families Program | Family | x | | | | | B |
| Kids Intervention with Kids in School (KIKS) | 6 to 12 | x | x | x | x | x | C |
| Let Each One Teach One | Mentoring | | | | | x | D |
| Linking the Interests of Families and Teachers (LIFT) | 1 to 5 | | | | x | | B, C, D |
| Lion's Quest Working Toward Peace | 5 to 9 | | | | x | | D |
| Massachusetts Tobacco Control Program | 7 to 12 | | X | | | | C |
| Michigan Model for Comprehensive School Health Education | K to 12 | x | x | x | | | D |

| | | | | | | | |
|---|-------------|---|---|---|---|---|------|
| Open Circle Curriculum | K to 5 | | | | x | x | D |
| Parent-Child Assistance Program (P-CAP) | Families | x | | x | | | C |
| PeaceBuilders | K to 8 | | | | x | | D |
| Peacemakers Program | 4 to 8 | | | | x | | D |
| Peer Assistance and Leadership | 9 to 12 | | | x | x | | C |
| Peer Coping Skills (PCS) | 1 to 3 | | | | x | | B |
| Peers Making Peace | K to 12 | | | | x | | D |
| Personal/Social Skills Lessons | 6 to 12 | | x | | | | A |
| Preventive Intervention | 6 to 8 | | | x | | | B |
| Preventive Treatment Program | Parents | | | x | x | | B |
| Primary Mental Health Project | Pre k to 3 | | | | | | D |
| Project Alive | K to 12 | | x | | | | A |
| Project BASIS | 6 to 8 | | | | x | x | C |
| Project Break Away | 6 to 8 | | x | x | | | C |
| Project Life | 9 to 12 | | x | | | | A |
| Project PACE | 4 | | | | | x | C |
| Project SCAT | 4 to 12 | | x | | | | A |
| Project Status | 6 to 12 | | | x | x | x | B |
| Safe Dates | School | | | | x | | B |
| Say It Straight (SIS) Training | 6 to 12 | x | | | | | D |
| School Transitional Environmental Program | 9 to 12 | | | x | x | x | B |
| Smokeless School Days | 9 to 12 | | x | | | | A |
| Social Decision Making and Problem Solving | 1 to 6 | x | | | x | | D |
| Social Decision Making and Problem Solving Program (SDM/PS) | K to 5 | | | | | x | B |
| Socio-Moral Reasoning Development Program (SMRDP) | School | | | | x | | B |
| Storytelling for Empowerment | 6 to 8 | x | | x | | | C |
| Strengthening Hawaii Families | Families | | | x | | | C |
| Strengthening the Bonds of Chicano Youth & Families | Communities | x | | x | | | C |
| Syracuse Family Development Program | Family | | | | x | | B |
| Teams-Games-Tournaments Alcohol Prevention | 10 to 12 | x | | | | | C |
| Teenage Health Teaching Modules | 6 to 12 | | x | | | | C, D |
| Teens Tackle Tobacco! - Triple T | 6 to 12 | | x | | | | A |
| The Scare Program | School | | | | x | | D |
| The Think Time Strategy | K to 9 | | | | x | | D |
| Tinkham Alternative High School | 9 to 12 | | | | | x | C |
| Tobacco-Free Generations | 8 to 12 | | x | | | | A |
| Viewpoints | 9 to 12 | | | | x | | B |
| Woodrock Youth Development Project | K to 8 | x | x | x | | x | C |
| Yale Child Welfare Project | Families | | | | x | | B |

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: _____, 201_.

| | Aye | Nay | Abstain | Absent |
|-----------------------|-----|-----|---------|--------|
| Amber Banks | | | | |
| Rochelle Benning | | | | |
| Ken Berrick | | | | |
| Laurie Jacobson Jones | | | | |
| Tali Levy | | | | |
| Tom Pryor | | | | |
| Kimberly Smith | | | | |
| Totals: | | | | |

Laurie Jacobson Jones, Board Chair

ATTEST:

Tali Levy, Board Secretary

2014-15 EPA Spending Plan

EPA Spending Plan: Request for Board Approval



- Proposition 30 Education Protection Account (EPA) was approved by voters in 2012 and temporarily increases state sales tax for all taxpayers and personal income tax rates for upper-income taxpayers to enable state to fund schools' general purpose entitlements
- School boards must vote on a spending plan and post to school's website
- May not be used for salaries/ benefits of administrators or any other administrative costs
- Estimated EPA spending based on entitlement calculated by CDE; actual amount and expenses may be different than stated

Recommended Spending Plan

| Description | Amount |
|--|------------------|
| EXPENDITURES AND OTHER FINANCING USES (Objects 1000-7999) | |
| Instruction | 43,130.00 |
| TOTAL EXPENDITURES AND OTHER FINANCING USES | 43,130.00 |
| AMOUNT AVAILABLE FOR THIS FISCAL YEAR | |
| Revenue Limit Sources (Object 8012) | 43,130.00 |
| TOTAL AVAILABLE | 43,130.00 |
| BALANCE (Total Available minus Expenditures & Other Financing Uses) | 0.00 |

East Bay Innovation Academy
Education Protection Account Expenditure Summary
Fiscal Year 2014-15
General Fund, Resource 1400

| Description | Function | Amount |
|--|-----------|------------------|
| EXPENDITURES AND OTHER FINANCING USES | | |
| (Objects 1000-7999) | | |
| Instruction | 1000-1999 | 43,130.00 |
| Instruction-Related Services | | |
| Instructional Library, Media, and Technology | 2420 | 0.00 |
| Other Instructional Resources | 2490-2495 | 0.00 |
| Pupil Services | | |
| Guidance and Counseling Services | 3110 | 0.00 |
| Psychological Services | 3120 | 0.00 |
| Attendance and Social Work Services | 3130 | 0.00 |
| Health Services | 3140 | 0.00 |
| Speech Pathology and Audiology Services | 3150 | 0.00 |
| Pupil Testing Services | 3160 | 0.00 |
| Pupil Transportation | 3600 | 0.00 |
| Food Services | 3700 | 0.00 |
| Other Pupil Services | 3900 | 0.00 |
| Ancillary Services | 4000-4999 | 0.00 |
| Community Services | 5000-5999 | 0.00 |
| Enterprise | 6000-6999 | 0.00 |
| Plant Services | 8000-8999 | 0.00 |
| Other Outgo | 9000-9999 | 0.00 |
| County Office of Education Only | | |
| County Services to Districts (without regard to Function) (Goal 8600) | various | 0.00 |
| TOTAL EXPENDITURES AND OTHER FINANCING USES | | 43,130.00 |
| AMOUNT AVAILABLE FOR THIS FISCAL YEAR | | |
| Adjusted Beginning Fund Balance (Objects 9791-9795) | | 0.00 |
| Revenue Limit Sources (Object 8012) | | 43,130.00 |
| TOTAL AVAILABLE | | 43,130.00 |
| BALANCE (Total Available minus Expenditures & Other Financing Uses) | | 0.00 |

**California Department of Education
 Schedule of the First Quarterly Apportionment for the Education Protection Account
 Fiscal Year 2014-15
 (as of the 2014-15 Advance Apportionment)**

| County Code | District Code | School Code | Charter Number | Charter Fund Type | Local Educational Agencies | District Type | 2014-15 Estimated EPA Entitlement (1100 8012) | September 2014 Payment (1100 8012) |
|-------------|---------------|-------------|----------------|-------------------|-----------------------------|---------------|--|---------------------------------------|
| 01 | 61259 | 0129932 | 1620 | D | East Bay Innovation Academy | UNIFIED | 43,130 | 10,783 |
| | | | | | | | \$ 6,608,851,519 | \$ 1,652,213,186 |

Prepared by:
 California Department of Education
 School Fiscal Services Division
 September 2014