

# East Bay Innovation Academy

## Board Meeting

---

**Date and Time**

Wednesday June 15, 2016 at 8:00 PM

**Location**

3400 Malcolm Avenue, Oakland, CA 94605

---

## Agenda

	Purpose	Presenter	Duration
<b>I. Opening Items</b>			
A. Record Attendance and Guests		Kelly Garcia	
B. Call the Meeting to Order		Laurie Jacobson Jones	
C. Approve Minutes	Approve Minutes	Kelly Garcia	2
<b>II. Academic Excellence</b>			
A. 2016/17 Strategic Plan	Discuss	Devin Krugman	15
Following our CEO evaluation, this is the resulting strategic plan Devin has created for the school			
B. Initial Year End results	Discuss	Devin Krugman	10
SBAC, MAP, etc			
<b>III. Finance</b>			
A. Monthly Budget vs. Actuals	Discuss	Renee Cooper	5
B. 2016/17 Plan Update	Vote	Devin Krugman	5
<b>IV. Operations</b>			
A. Recruiting Update	FYI	Devin Krugman	2
B. Facilities Update	FYI	Rochelle Benning	5
C. Admin Contract Update	Vote	Devin Krugman	10
<b>V. Governance</b>			
A. Discuss any Potential Board Candidates	Vote	Laurie Jacobson Jones	2
B. EBIA Scorecard Update	Discuss	Devin Krugman	10
C. EBIA Terms Of Service	Discuss	Laurie Jacobson Jones	5
<b>VI. Other Business</b>			
A. Consent Agenda	Vote	Laurie Jacobson Jones	5

**VII. Closing Items**

- |   |      |   |
|---|------|---|
| <b>A. Public Comment (3 min/person)</b> | FYI  | 5 |
| <b>B. Adjourn Meeting</b>               | Vote |   |

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on May 18, 2016

APPROVED



## East Bay Innovation Academy

### Minutes

#### Board Meeting

---

**Date and Time**

Wednesday May 18, 2016 at 7:30 PM

**Location**

3400 Malcolm Avenue, Oakland, CA 94605

**Directors Present**

Kelly Garcia, Ken Berrick, Laurie Jacobson Jones, Rochelle Benning, Tom Pryor

**Directors Absent**

Gary Borden

**Guests Present**

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 May 18, 2016 at 7:32 PM.

**C. Approve Minutes**

Laurie Jacobson Jones made a motion to approve minutes from the Board Meeting on 04-20-16 Board Meeting on 04-20-16.

Rochelle Benning seconded the motion.

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

Laurie Jacobson Jones made a motion to approve minutes from the Board Meeting on 04-20-16 Board Meeting on 04-20-16.

Rochelle Benning seconded the motion.

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

#### **D. Adjourn Open Session**

Laurie Jacobson Jones made a motion to Adjourn open session.

Rochelle Benning seconded the motion.

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

### **II. Closed Session Pursuant to Section 54957**

#### **A. Call Closed Session to Order**

Laurie called the open session to order at 7:36

#### **B. Conference with Labor Negotiator**

#### **C. Conference to Discuss Anticipated Legal Action**

#### **D. Adjourn Closed Session**

Laurie moves to adjourn the closed session at 8:13pm

Rochelle seconds

Unanimous in favor

### **III. School Climate**

#### **A. Re-adjourn Open Session**

Laurie resumes the open session at 8:18

Roll call:

- Laurie
- Devin
- Tom
- Rochelle
- Ken
- Renee
- Kelly
- Laurie

#### **B. School Climate Survey Results**

Jen presented on the Seneca school climate survey results.

#### **IV. Academic Excellence**

##### **A. Intersession Update**

Devin provided an update regarding the spring intersession.

##### **B. End of Year Activities**

Devin presented on the end of the year activities.

##### **C. LCAP Plan Update**

Devin presented the LCAP

#### **V. Finance**

##### **A. Monthly Budget vs. Actuals**

Renee Cooper presented the monthly budget and actuals.

##### **B. 2016/17 and Multi-year Plan**

Renee Cooper presented the 2016/17 budget projections.

Rochelle Benning moves to approve the multi-year plan.

Ken Berrick seconds the motion.

Unanimous approval of the multi-year plan.

#### **VI. Operations**

##### **A. Recruiting Update**

Devin Krugman presented a faculty recruitment update.

#### **VII. Governance**

##### **A. Discuss any Potential Board Candidates**

Laurie presents that there are no new board nominations.

##### **B. August Meeting Date Change**

Laurie Jacobson Jones requests that we move the date of the August board meeting from 8/17 to 8/10.

The board discusses and decides to postpone any decision until further information is gathered.

#### **VIII. Other Business - part 2**

**A. Consent Agenda**

Laurie Jacobson Jones made a motion to approve the consent agenda.

Rochelle Benning seconded the motion.

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

**IX. Closing Items**

**A. Public Comment (3 min/person)**

Parent shares that there is going to be a parent party at AL Industries June 16, 2016

**B. Adjourn Meeting**

Laurie Jacobson Jones made a motion to adjourn the meeting.

Tom Pryor 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 9:14 PM.

Respectfully Submitted,

Kelly Garcia



# Coversheet

## 2016/17 Strategic Plan

**Section:** II. Academic Excellence  
**Item:** A. 2016/17 Strategic Plan  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** June.Board.Updates.pdf



EAST BAY  
INNOVATION  
ACADEMY

# EBIA Team Updates

June, School Year 2015-2016



EAST BAY  
INNOVATION  
ACADEMY

# 2016-2017 Strategic Plan

# 2016-2017 Strategic Plan

## Identified Areas of Growth

1. Successful Upper School launch
2. Development of team and organizational culture.
3. Increased leadership in business management.
4. Increased leadership in board management.
5. Long term facilities planning and strategy.

# 2016-2017 Strategic Plan

## 1. Successful Upper School Launch

- Creation of Director of Upper School position
- Aggressive outreach and hiring
- Focused academic planning
- Ongoing, external programmatic review

# 2016-2017 Strategic Plan

## 2. Development of team and organizational culture

- Strategic hires to leadership team
- Development of leadership team practices
- Increased focus on promotion of culture and vision

# 2016-2017 Strategic Plan

## 3. Increased Leadership in business management

- Reorganization of oversight processes
- Professional development in business management
- Plan for long-term operational team and capacity growth

# 2016-2017 Strategic Plan

## 4. Increased leadership in board management

- Board retreat and planning
- Professional development in board management
- Development of annual planning strategy and process



# 2016-2017 Strategic Plan

## 5. Long term facilities planning and strategy

- Develop public profile of the school in broader community
- Push for long-term strategic planning with OUSD
- Research “external” development options



EAST BAY  
INNOVATION  
ACADEMY

# Initial Year End Results

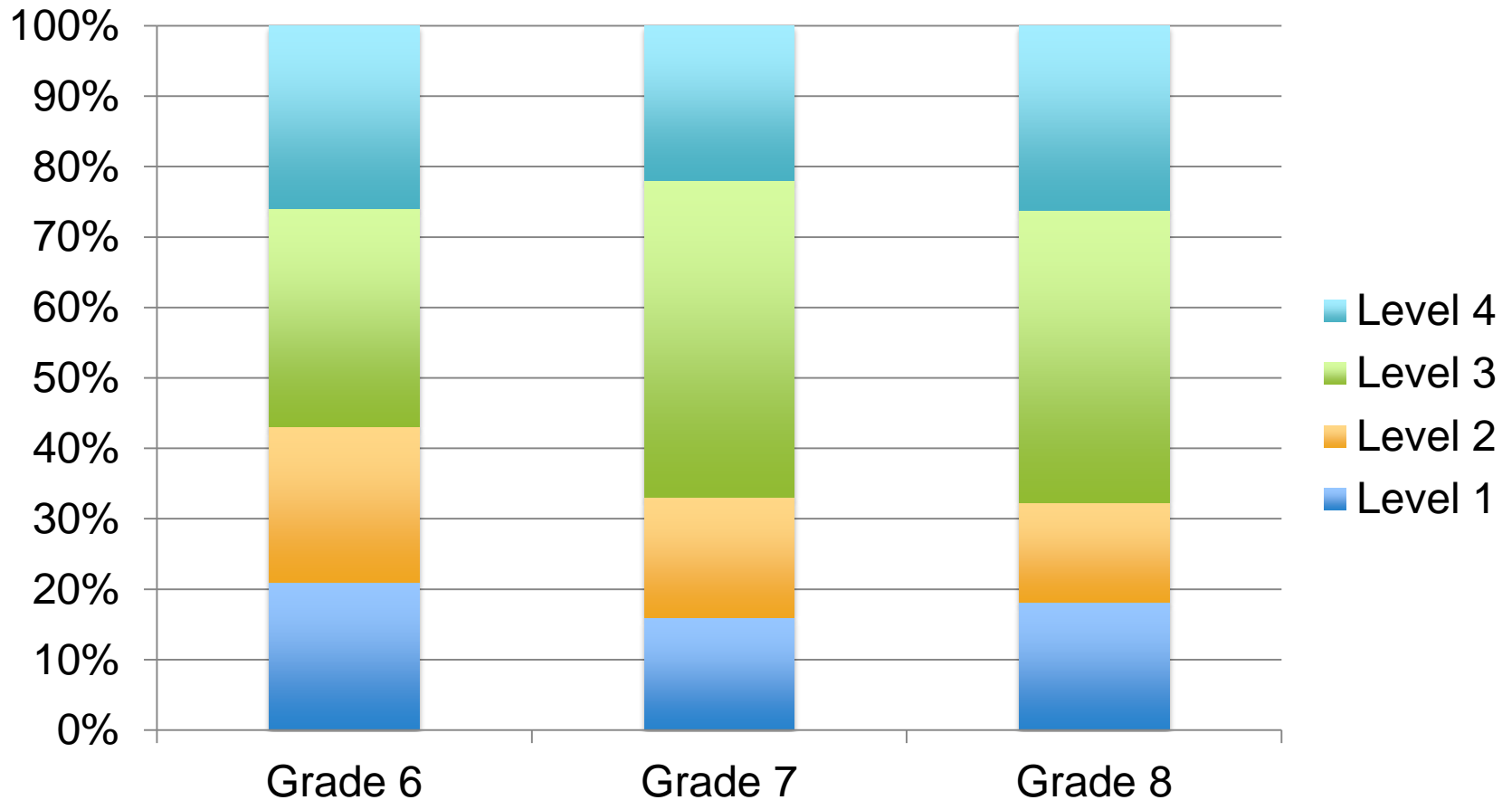
# Admin Contract Update

## SBAC Results

- Initial results reported
- Final scores due in August

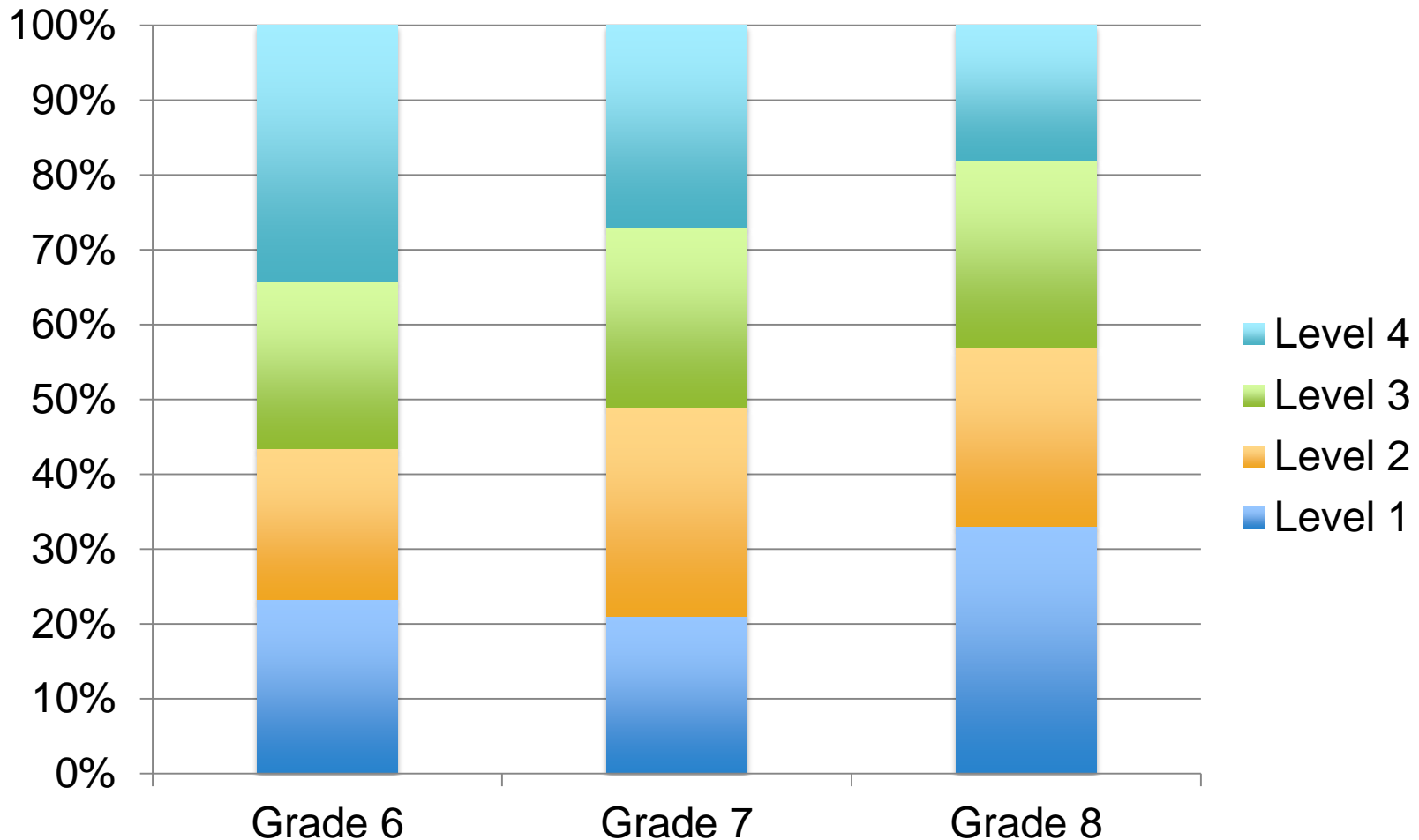
# Initial Year End Results - SBAC

## SY 15-16 ELA – 64% proficient and above (+5%)



# Initial Year End Results - SBAC

## SY 15-16 Math – 50% proficient and above (-2%)



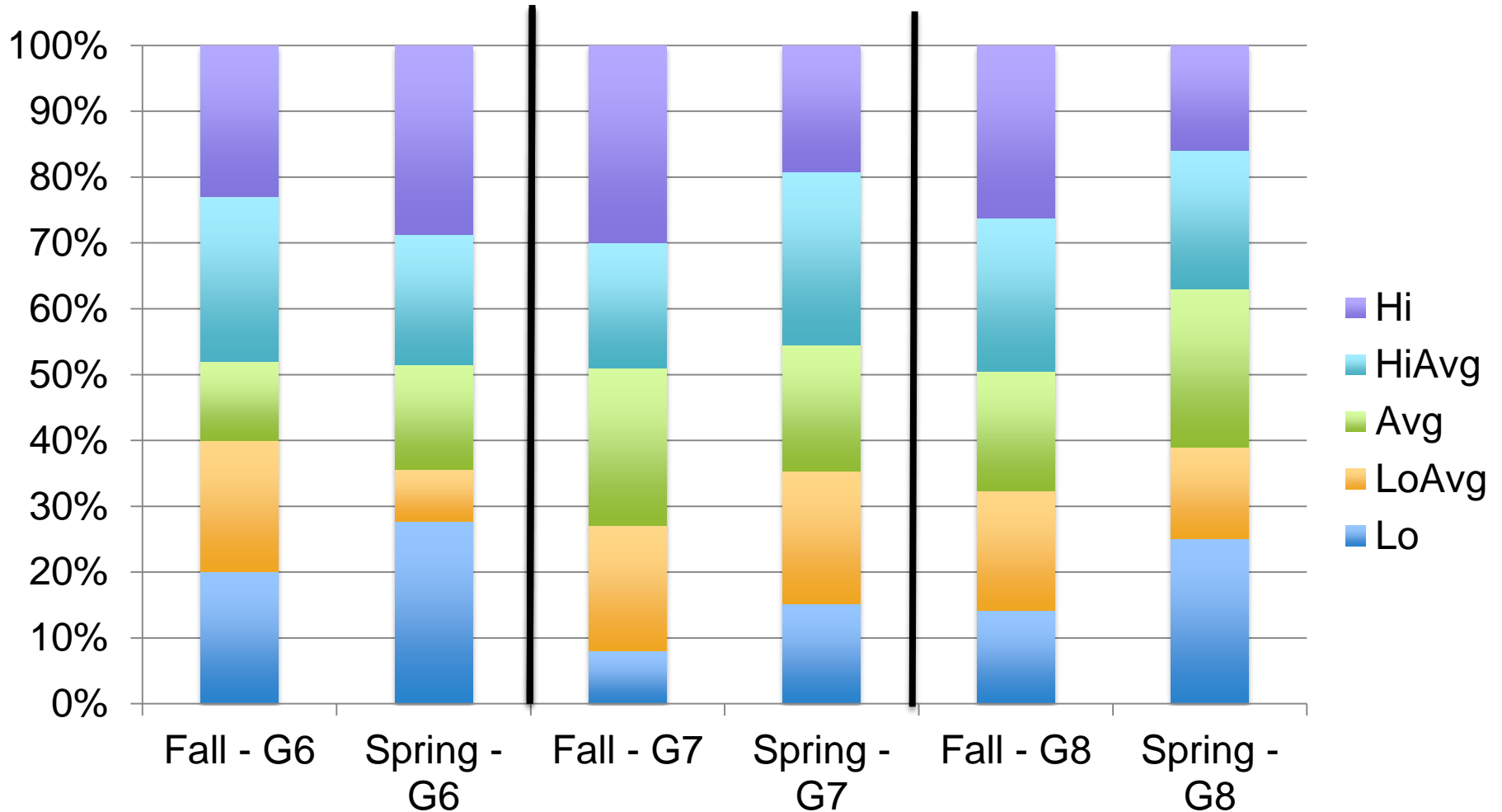
# Admin Contract Update

## MAP Results

- Testing still in progress during final week
- Reporting preliminary proficiency results

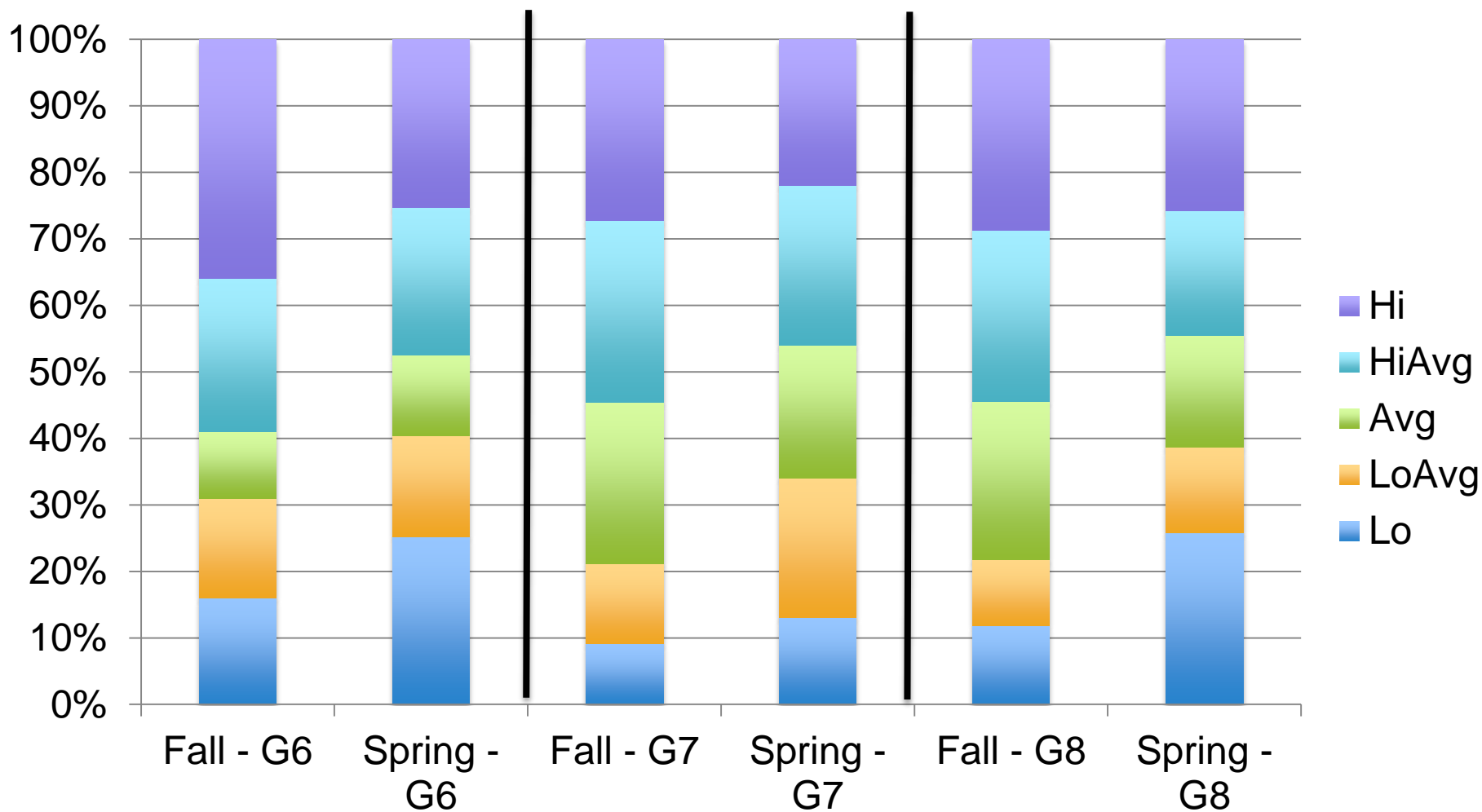
# Initial Year End Results - MAP

## Math



# Initial Year End Results - MAP

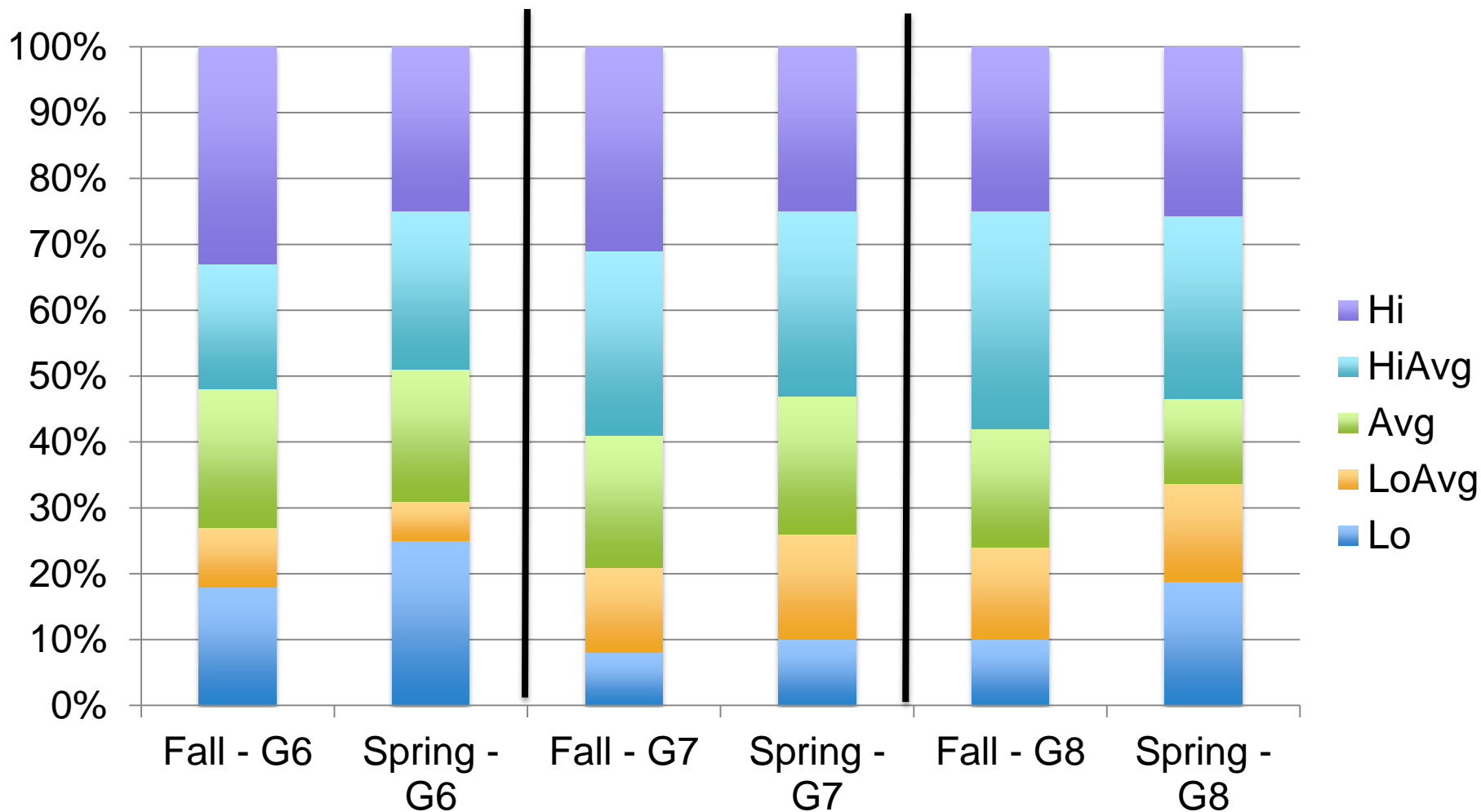
## Reading





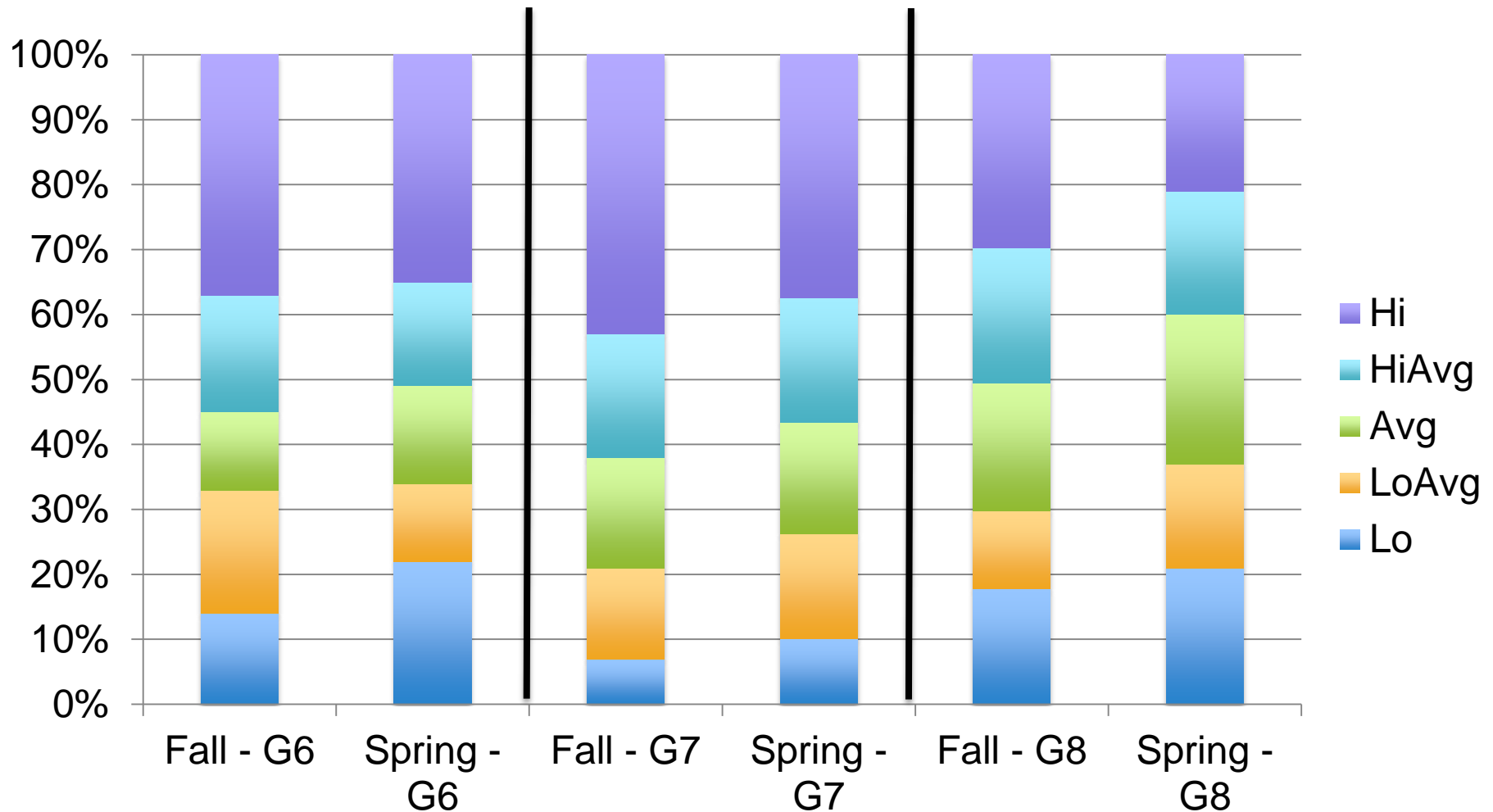
# Initial Year End Results - MAP

## Language



# Initial Year End Results - MAP

## Science





EAST BAY  
INNOVATION  
ACADEMY

# Admin Contract Update

# Admin Contract Update

## Current Status Quo

Credentialed Teaching Staff	Classified Staff	Credentialed Administrative Staff
Adhere to the school year calendar (e.g. observes school breaks)	Observe national and California holidays	Observe national and California holidays
Receive 5 PTO and 5 sick days a year	Receive 10-15 PTO days a year	Receive 15 PTO days a year

# Admin Contract Update

## Outreach and Research Process

- Financial - EdTech
- Legal - YMC
- Insurance – CharterSafe
- Contract Review

# Admin Contract Update

## Proposed Update

- Observance of Thanksgiving, Winter and Spring breaks for certificated staff
- Increase in PTO for classified staff



EAST BAY  
INNOVATION  
ACADEMY

# EBIA Scorecard

# Admin Contract Update

	Metric	Current	Target	Notes
Y	ADA	97%	95%	Currently trending above target
Y	Budget vs. Actuals		4%	See financial slides
N	Fundraising Target	~\$190K	\$200K	Off of annual target by ~\$10K
Y	Faculty PEP Achievement		85%	
	SEL Rubric Proficiency	In Progress	75%	DSEL Oversight, reflection ongoing
N	Instruction Index	See Previous	70%G, 75%P	See previous slides
Y	Suspensions In/Out	3	<34	3 out of school
Y	Expulsions	0	<3	None
Y	Net Promoter (Satisfied)	>80%	90%	Based on Seneca SCAI



# Coversheet

## Monthly Budget vs. Actuals

**Section:** III. Finance  
**Item:** A. Monthly Budget vs. Actuals  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** EBIA-May Financials-mc-2016.06.13 CF FINAL.pdf  
EBIA\_2016-17 Charters MYP Budget Template\_2016.06.13\_board.pdf  
EBIA-May Financials-mc-2016.06.13 YTD FINAL.pdf  
EBIA-MYP DRAFT-mc-2016.06.13.pdf  
EBIA\_May-2016\_financial presentation-2016.06.13 FINAL.pdf

**East Bay Innovation Academy**

Monthly Cash Forecast

As of May close

	2015/16												Forecast	AP/AR
	Actual & Projected													
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Actual	Jun Projected		
<b>Beginning Cash</b>	<b>\$133,206</b>	<b>164,909</b>	<b>149,805</b>	<b>229,583</b>	<b>322,137</b>	<b>249,231</b>	<b>97,829</b>	<b>73,518</b>	<b>55,361</b>	<b>242,251</b>	<b>394,964</b>	<b>564,846</b>		
<b>Revenue</b>														
General Block Grant	-	78,856	106,255	295,867	169,215	101,337	219,079	154,229	313,611	276,135	247,099	284,260	2,502,921	256,978
Federal Income	-	-	1,228	1,201	-	-	36,665	-	70,459	46,495	1,693	81,697	304,389	64,951
Other State Income	-	4,841	-	22,319	12,804	7,561	67,248	89,321	27,257	40,613	21,569	16,160	385,389	75,696
Local Revenues	0	0	2,385	2,398	0	48,071	(44,630)	961	920	3,306	(1,495)	2,457	14,374	-
Fundraising and Grants	4,614	41,362	26,582	11,400	4,887	-	17,878	8,617	51,472	3,728	9,515	(5,392)	187,529	12,867
<b>Total Revenue</b>	<b>4,614</b>	<b>125,059</b>	<b>136,450</b>	<b>333,185</b>	<b>186,906</b>	<b>156,968</b>	<b>296,240</b>	<b>253,128</b>	<b>463,719</b>	<b>370,278</b>	<b>278,382</b>	<b>379,182</b>	<b>3,394,602</b>	<b>410,493</b>
<b>Expenses</b>														
Compensation & Benefits	15,903	86,094	167,978	181,510	157,445	148,837	158,641	175,734	161,392	164,093	168,770	181,779	1,778,581	10,407
Books & Supplies	51,950	31,868	14,591	6,844	17,373	2,267	10,245	31,363	12,267	5,870	11,953	52,811	249,752	350
Services & Other Operating Expenses	13,828	47,016	60,801	68,406	89,852	49,002	73,158	100,302	87,444	58,834	155,589	137,008	983,277	42,036
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>81,681</b>	<b>164,979</b>	<b>243,370</b>	<b>256,760</b>	<b>264,670</b>	<b>200,106</b>	<b>242,044</b>	<b>307,400</b>	<b>261,102</b>	<b>228,796</b>	<b>336,311</b>	<b>371,598</b>	<b>3,011,611</b>	<b>52,793</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(77,068)</b>	<b>(39,920)</b>	<b>(106,920)</b>	<b>76,425</b>	<b>(77,763)</b>	<b>(43,138)</b>	<b>54,196</b>	<b>(54,272)</b>	<b>202,617</b>	<b>141,481</b>	<b>(57,930)</b>	<b>7,584</b>	<b>382,991</b>	<b>357,700</b>
Revenues - Prior Year Accruals	132,918	-	3,487	(1,201)	-	-	35,000	19,003	3,294	2,957	2,620	-	-	-
Expenses - Prior Year Accruals	(16,040)	(2,977)	-	-	-	-	1,575	14,584	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(14,847)	26,643	(45,987)	18,294	9,417	48,706	(39,836)	5,334	(24,235)	11,161	20,573	-	-	-
Summerholdback for Teachers	(23,260)	(7,337)	\$2,681	7,369	3,831	5,453	5,457	5,527	5,213	5,530	5,536	5,305	-	-
Loans Payable (Current)	-	-	226,517	-	-	(154,048)	(72,469)	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	(8,333)	(8,391)	(8,374)	(8,234)	(8,333)	-	(8,415)	82	-	-	-
Other Balance Sheet Changes	30,000	8,487	-	-	-	-	-	-	-	-	199,000	-	-	-
<b>Ending Cash</b>	<b>164,909</b>	<b>149,805</b>	<b>229,583</b>	<b>322,137</b>	<b>249,231</b>	<b>97,829</b>	<b>73,518</b>	<b>55,361</b>	<b>242,251</b>	<b>394,964</b>	<b>564,846</b>	<b>577,735</b>		

**East Bay Innovation Academy**

Monthly Cash Forecast

As of May close

	2016/17 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	<b>577,735</b>	<b>562,878</b>	<b>429,659</b>	<b>267,129</b>	<b>566,376</b>	<b>444,160</b>	<b>318,143</b>	<b>374,927</b>	<b>319,152</b>	<b>500,074</b>	<b>563,046</b>	<b>553,814</b>		
<b>Revenue</b>														
General Block Grant	-	128,681	169,346	491,624	212,650	212,650	356,882	212,650	347,887	316,572	286,362	286,362	3,329,153	307,487
Federal Income	-	-	2,277	2,277	2,277	2,277	6,765	2,277	137,388	6,765	2,277	2,277	304,213	137,355
Other State Income	-	7,955	8,047	19,054	14,411	14,411	45,188	29,418	49,317	38,517	38,135	23,128	385,027	97,447
Local Revenues	3,333	3,333	4,933	4,933	4,933	4,933	1,986	1,986	1,986	1,986	1,986	1,986	38,318	-
Fundraising and Grants	-	-	114,550	82,425	-	70,000	14,850	14,850	70,000	44,550	7,425	77,425	503,500	7,425
<b>Total Revenue</b>	<b>3,333</b>	<b>139,970</b>	<b>299,153</b>	<b>600,314</b>	<b>234,271</b>	<b>304,271</b>	<b>425,672</b>	<b>261,181</b>	<b>606,578</b>	<b>408,390</b>	<b>336,186</b>	<b>391,179</b>	<b>4,560,212</b>	<b>549,714</b>
<b>Expenses</b>														
Compensation & Benefits	74,279	130,746	271,164	263,768	262,536	262,536	272,397	263,768	263,768	260,101	260,101	357,868	2,952,284	9,251
Books & Supplies	60,436	66,765	38,328	15,438	15,438	15,438	12,778	12,778	12,778	12,778	12,778	12,778	288,783	270
Services & Other Operating Expenses	62,097	57,483	158,584	84,906	84,906	158,708	90,106	90,106	163,835	87,265	87,265	161,066	1,312,232	25,904
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>196,812</b>	<b>254,994</b>	<b>468,076</b>	<b>364,112</b>	<b>362,880</b>	<b>436,681</b>	<b>375,281</b>	<b>366,653</b>	<b>440,382</b>	<b>360,145</b>	<b>360,145</b>	<b>531,713</b>	<b>4,553,299</b>	<b>35,425</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(193,479)</b>	<b>(115,024)</b>	<b>(168,923)</b>	<b>236,202</b>	<b>(128,609)</b>	<b>(132,410)</b>	<b>50,391</b>	<b>(105,472)</b>	<b>166,196</b>	<b>48,246</b>	<b>(23,959)</b>	<b>(140,534)</b>	<b>6,913</b>	<b>514,289</b>
Revenues - Prior Year Accruals	256,458	53,558	-	56,653	-	-	-	43,304	-	-	-	520	-	-
Expenses - Prior Year Accruals	(27,764)	(25,029)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(50,072)	(46,724)	14,726	14,726	14,726	14,726	14,726	14,726	14,726	14,726	14,726	14,726	14,726	14,726
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>562,878</b>	<b>429,659</b>	<b>267,129</b>	<b>566,376</b>	<b>444,160</b>	<b>318,143</b>	<b>374,927</b>	<b>319,152</b>	<b>500,074</b>	<b>563,046</b>	<b>553,814</b>	<b>428,526</b>		

**East Bay Innovation Academy**

Monthly Cash Forecast

As of May close

	2017/18 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	<b>428,526</b>	<b>444,249</b>	<b>429,068</b>	<b>290,689</b>	<b>588,410</b>	<b>513,632</b>	<b>404,733</b>	<b>449,461</b>	<b>416,377</b>	<b>577,093</b>	<b>643,915</b>	<b>646,444</b>		
<b>Revenue</b>														
General Block Grant	-	170,867	222,670	536,626	283,385	283,385	417,431	283,385	414,785	376,271	344,496	344,496	4,046,966	369,171
Federal Income	-	-	2,733	2,733	2,733	2,733	8,638	2,733	146,286	8,638	2,733	2,733	329,197	146,507
Other State Income	-	10,135	10,244	26,787	18,352	18,352	18,352	35,463	35,964	25,164	42,275	25,164	357,917	91,664
Local Revenues	28,333	28,333	29,933	29,933	29,933	29,933	2,069	2,069	2,069	2,069	2,069	2,069	188,812	-
Fundraising and Grants	-	-	122,470	8,745	-	70,000	17,490	17,490	70,000	52,470	8,745	78,745	454,900	8,745
<b>Total Revenue</b>	<b>28,333</b>	<b>209,335</b>	<b>388,050</b>	<b>604,824</b>	<b>334,403</b>	<b>404,403</b>	<b>463,980</b>	<b>341,139</b>	<b>669,104</b>	<b>464,612</b>	<b>400,317</b>	<b>453,206</b>	<b>5,377,792</b>	<b>616,087</b>
<b>Expenses</b>														
Compensation & Benefits	86,231	167,663	315,899	310,245	309,302	309,302	316,842	310,245	310,245	306,453	306,453	449,555	3,498,434	-
Books & Supplies	41,681	47,318	42,813	16,535	16,535	36,188	13,214	13,214	32,866	13,214	13,214	32,866	319,938	278
Services & Other Operating Expenses	63,045	58,566	176,084	91,710	91,710	176,178	97,563	97,563	181,978	94,823	94,823	169,173	1,430,216	36,999
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>190,957</b>	<b>273,548</b>	<b>534,797</b>	<b>418,491</b>	<b>417,548</b>	<b>521,668</b>	<b>427,619</b>	<b>421,022</b>	<b>525,089</b>	<b>414,490</b>	<b>414,490</b>	<b>651,594</b>	<b>5,248,588</b>	<b>37,277</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(162,624)</b>	<b>(64,213)</b>	<b>(146,746)</b>	<b>186,333</b>	<b>(83,145)</b>	<b>(117,266)</b>	<b>36,361</b>	<b>(79,883)</b>	<b>144,015</b>	<b>50,122</b>	<b>(14,172)</b>	<b>(198,388)</b>	<b>129,204</b>	<b>578,810</b>
Revenues - Prior Year Accruals	307,487	100,776	-	103,020	-	-	-	38,431	-	-	-	-	-	-
Expenses - Prior Year Accruals	(35,425)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(93,716)	(51,744)	16,701	16,701	16,701	16,701	16,701	16,701	16,701	16,701	16,701	16,701	16,701	16,701
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>444,249</b>	<b>429,068</b>	<b>290,689</b>	<b>588,410</b>	<b>513,632</b>	<b>404,733</b>	<b>449,461</b>	<b>416,377</b>	<b>577,093</b>	<b>643,915</b>	<b>646,444</b>	<b>464,756</b>		

**East Bay Innovation Academy**

Monthly Cash Forecast

As of May close

	2018/19 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	<b>464,756</b>	<b>538,621</b>	<b>511,758</b>	<b>365,254</b>	<b>694,754</b>	<b>634,056</b>	<b>526,511</b>	<b>579,894</b>	<b>558,748</b>	<b>659,882</b>	<b>798,081</b>	<b>856,986</b>		
<b>Revenue</b>														
General Block Grant	-	207,498	268,007	612,197	345,259	345,259	487,792	345,259	550,143	499,686	460,161	460,161	5,071,208	489,786
Federal Income	12,066	12,066	24,998	24,998	24,998	24,998	31,954	24,998	51,956	31,954	24,998	24,998	345,418	30,435
Other State Income	-	11,838	11,969	33,388	21,439	21,439	21,439	41,426	37,190	26,390	46,377	26,390	402,745	103,458
Local Revenues	43,917	43,917	45,517	45,517	45,517	45,517	2,183	2,183	2,183	2,183	2,183	2,183	282,998	-
Fundraising and Grants	-	-	133,360	10,560	-	70,000	21,120	21,120	70,000	63,360	10,560	80,560	491,200	10,560
<b>Total Revenue</b>	<b>55,983</b>	<b>275,319</b>	<b>483,851</b>	<b>726,660</b>	<b>437,213</b>	<b>507,213</b>	<b>564,487</b>	<b>434,986</b>	<b>711,472</b>	<b>623,573</b>	<b>544,279</b>	<b>594,292</b>	<b>6,593,568</b>	<b>634,239</b>
<b>Expenses</b>														
Compensation & Benefits	99,570	228,676	391,138	383,211	381,890	381,890	392,459	383,211	383,211	378,436	378,436	536,014	4,318,142	-
Books & Supplies	41,580	49,480	55,770	19,352	19,352	46,511	15,245	15,245	42,404	15,245	15,245	42,404	378,122	286
Services & Other Operating Expenses	68,570	63,000	194,557	107,780	107,780	197,468	114,511	114,511	204,166	111,135	111,135	200,824	1,623,193	27,757
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>209,720</b>	<b>341,156</b>	<b>641,465</b>	<b>510,342</b>	<b>509,021</b>	<b>625,869</b>	<b>522,215</b>	<b>512,967</b>	<b>629,781</b>	<b>504,817</b>	<b>504,817</b>	<b>779,242</b>	<b>6,319,456</b>	<b>28,044</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(153,737)</b>	<b>(65,837)</b>	<b>(157,613)</b>	<b>216,318</b>	<b>(71,808)</b>	<b>(118,655)</b>	<b>42,272</b>	<b>(77,981)</b>	<b>81,691</b>	<b>118,756</b>	<b>39,462</b>	<b>(184,950)</b>	<b>274,112</b>	<b>606,195</b>
Revenues - Prior Year Accruals	369,171	99,119	-	102,072	-	-	-	45,725	-	-	-	-	-	-
Expenses - Prior Year Accruals	(27,159)	(10,117)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(114,409)	(50,028)	19,443	19,443	19,443	19,443	19,443	19,443	19,443	19,443	19,443	19,443	19,443	19,443
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>538,621</b>	<b>511,758</b>	<b>365,254</b>	<b>694,754</b>	<b>634,056</b>	<b>526,511</b>	<b>579,894</b>	<b>558,748</b>	<b>659,882</b>	<b>798,081</b>	<b>856,986</b>	<b>691,480</b>		

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** East Bay Innovation Academy  
 (name continued) \_\_\_\_\_  
**CDS #:** 01-61259-0129932  
**Charter Approving Entity:** Oakland Unified  
**County:** Alameda  
**Charter #:** 1620  
**Fiscal Year:** 2016-17

To the entity that approved the charter school:  
 ( \_\_\_ ) 2016-17 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Charter School Official  
 (Original signature required)

Print Name: Devin Krugman Title: Head of School

To the County Superintendent of Schools:  
 ( \_\_\_ ) 2016-17 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

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

Print Name: Daniel Menyon Title: Controller

For additional information on the BUDGET, please contact:

For Approving Entity:  
Minh Co  
 Name  
Accounting Manager  
 Title  
(510) 879-0132  
 Telephone  
minh.co@ousd.org  
 E-mail address

For Charter School:  
Michelle Cho  
 Name  
Client Manager, EdTec  
 Title  
510-663-3500 x357  
 Telephone  
michelle.cho@edtec.com  
 E-mail address

( \_\_\_ ) 2016-17 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

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

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: East Bay Innovation Academy  
 (name continued) \_\_\_\_\_  
 CDS #: 01-61259-0129932  
 Charter Approving Entity: Oakland Unified  
 County: Alameda  
 Charter #: 1620  
 Budgeting Period: 2016/17

This charter school uses the following basis of accounting:

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

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
1. LCFF Sources					
State Aid - Current Year	8011	1,760,336.96	2,381,257.77		2,381,257.77
Education Protection Account State Aid - Current Year	8012	66,330.00	84,500.00		84,500.00
State Aid - Prior Years	8019	(1,486.00)			0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039				0.00
County and District Taxes (for rev. limit funded schools)	8040-8079				0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089				0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092				0.00
Charter Schools Funding in Lieu of Property Taxes	8096	677,740.04	863,395.65		863,395.65
Other Revenue Limit Transfers	8091, 8097				0.00
Total, LCFF/Revenue Limit Sources		2,502,921.00	3,329,153.42	0.00	3,329,153.42
2. Federal Revenues					
No Child Left Behind	8290	15,475.00		11,220.48	11,220.48
Special Education - Federal	8181, 8182	123,712.40		270,220.93	270,220.93
Child Nutrition - Federal	8220	8,976.00		22,771.20	22,771.20
Other Federal Revenues	8110, 8260-8299	156,225.52			0.00
Total, Federal Revenues		304,388.92	0.00	304,212.61	304,212.61
3. Other State Revenues					
Charter Categorical Block Grant (8480 N/A per SBX3 - 4)	N/A				0.00
Special Education - State	StateRevSE	195,615.09		234,085.56	234,085.56
All Other State Revenues	StateRevAO	189,774.40	150,030.90	910.85	150,941.75
Total, Other State Revenues		385,389.49	150,030.90	234,996.40	385,027.30
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	201,903.09	541,818.23		541,818.23
Total, Local Revenues		201,903.09	541,818.23	0.00	541,818.23
5. TOTAL REVENUES		3,394,602.50	4,021,002.55	539,209.02	4,560,211.56
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	938,370.00	1,365,923.54	173,111.60	1,539,035.14
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	259,541.67	437,361.40	5,720.00	443,081.40
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		1,197,911.67	1,803,284.94	178,831.60	1,982,116.54
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	114,786.60	34,002.96	124,410.54	158,413.50
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	64,750.00	77,973.50		77,973.50
Clerical and Office Salaries	2400	98,550.00	142,796.80		142,796.80
Other Non-certificated Salaries	2900	18,450.00	62,060.25		62,060.25
Total, Non-certificated Salaries		296,536.60	316,833.51	124,410.54	441,244.05

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

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

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	117,035.04	226,182.59	32,351.07	258,533.66
PERS	3201-3202				0.00
OASDI / Medicare / Alternative	3301-3302	48,333.16	51,034.37	7,299.49	58,333.86
Health and Welfare Benefits	3401-3402	90,003.83	141,235.64	20,201.04	161,436.69
Unemployment Insurance	3501-3502	12,747.00	21,566.79	3,084.71	24,651.50
Workers' Compensation Insurance	3601-3602	16,014.01	22,718.48	3,249.44	25,967.92
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		284,133.05	462,737.88	66,185.75	528,923.63
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	42,114.94	12,150.00		12,150.00
Books and Other Reference Materials	4200	213.00	2,052.84		2,052.84
Materials and Supplies	4300	77,198.06	105,802.03		105,802.03
Noncapitalized Equipment	4400	92,274.39	123,235.62		123,235.62
Food	4700	37,952.00	21,860.35	23,682.05	45,542.40
Total, Books and Supplies		249,752.39	265,100.84	23,682.05	288,782.89
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	2,700.00	1,800.00		1,800.00
Dues and Memberships	5300	7,026.00	7,551.00		7,551.00
Insurance	5400	17,100.00	29,531.25		29,531.25
Operations and Housekeeping Services	5500	113,184.00	176,165.56		176,165.56
Rentals, Leases, Repairs, and Noncap. Improvements	5600	112,149.82	242,909.25		242,909.25
Professional/Consulting Services & Operating Expend.	5800	714,717.56	477,963.58	353,609.48	831,573.06
Communications	5900	16,400.00	22,701.46		22,701.46
Total, Services and Other Operating Expenditures		983,277.38	958,622.10	353,609.48	1,312,231.58
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,011,611.08	3,806,579.27	746,719.42	4,553,298.69
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		382,991.41	214,423.28	(207,510.40)	6,912.88



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

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

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(207,510.40)	207,510.40	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(207,510.40)	207,510.40	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
		382,991.41	6,912.88	(0.00)	6,912.88
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	34,187.32	417,368.41		417,368.41
b. Adjustments to Beginning Balance	9793, 9795	189.68			0.00
c. Adjusted Beginning Balance		34,377.00	417,368.41	0.00	417,368.41
2. Ending Fund Balance, June 30 (E + F.1.c.)		417,368.41	424,281.29	(0.00)	424,281.29
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740			(0.00)	(0.00)
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	90,348.33	136,598.96		136,598.96
Unassigned / Unappropriated Amount	9790	327,020.08	287,682.32	0.00	287,682.32

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

**Charter School Name:** East Bay Innovation Academy  
 (name continued) \_\_\_\_\_  
**CDS #:** 01-61259-0129932  
**Charter Approving Entity:** Oakland Unified  
**County:** Alameda  
**Charter #:** 1620  
**Fiscal Year:** 2016/17

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2016/17			Totals for 2017/18	Totals for 2018/19
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	2,381,257.77	0.00	2,381,257.77	2,939,779.32	3,741,910.05
Education Protection Account State Aid - Current Year	8012	84,500.00	0.00	84,500.00	98,700.00	118,500.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00		
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00		
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0.00	0.00	0.00		
Charter Schools Funding in Lieu of Property Taxes	8096	863,395.65	0.00	863,395.65	1,008,486.99	1,210,797.45
Other Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF/Revenue Limit Sources		3,329,153.42	0.00	3,329,153.42	4,046,966.31	5,071,207.50
2. Federal Revenues						
No Child Left Behind	8290	0.00	11,220.48	11,220.48	14,763.79	17,388.46
Special Education - Federal	8181, 8182	0.00	270,220.93	270,220.93	287,107.56	295,238.79
Child Nutrition - Federal	8220	0.00	22,771.20	22,771.20	27,325.44	32,790.53
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	304,212.61	304,212.61	329,196.79	345,417.78
3. Other State Revenues						
Charter Categorical Block Grant (8480 N/A thru 2014/15 - SBX3-4)	N/A	0.00	0.00	0.00		
Special Education - State	StateRevSE	0.00	234,085.56	234,085.56	268,441.54	293,499.19
All Other State Revenues	StateRevAO	150,030.90	910.85	150,941.75	89,475.02	109,245.62
Total, Other State Revenues		150,030.90	234,996.40	385,027.30	357,916.56	402,744.81
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	541,818.23	0.00	541,818.23	643,712.14	774,197.50
Total, Local Revenues		541,818.23	0.00	541,818.23	643,712.14	774,197.50
5. TOTAL REVENUES						
		4,021,002.55	539,209.02	4,560,211.56	5,377,791.80	6,593,567.59
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,365,923.54	173,111.60	1,539,035.14	1,916,816.82	2,396,333.98
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00		
Certificated Supervisors' and Administrators' Salaries	1300	437,361.40	5,720.00	443,081.40	459,927.25	467,361.54
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		1,803,284.94	178,831.60	1,982,116.54	2,376,744.07	2,863,695.52
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	34,002.96	124,410.54	158,413.50	172,617.74	257,059.21
Non-certificated Support Salaries	2200	0.00	0.00	0.00		
Non-certificated Supervisors' and Administrators' Sal.	2300	77,973.50	0.00	77,973.50	79,143.00	80,405.43
Clerical and Office Salaries	2400	142,796.80	0.00	142,796.80	144,878.75	162,802.59
Other Non-certificated Salaries	2900	62,060.25	0.00	62,060.25	62,991.15	73,817.68
Total, Non-certificated Salaries		316,833.51	124,410.54	441,244.05	459,630.65	574,084.91

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

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

Description	Object Code	FY 2016/17			Totals for 2017/18	Totals for 2018/19
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	226,182.59	32,351.07	258,533.66	353,656.02	483,484.90
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	51,034.37	7,299.49	58,333.86	65,436.65	79,352.10
Health and Welfare Benefits	3401-3402	141,235.64	20,201.04	161,436.69	193,724.02	254,262.78
Unemployment Insurance	3501-3502	21,566.79	3,084.71	24,651.50	18,849.26	26,423.37
Workers' Compensation Insurance	3601-3602	22,718.48	3,249.44	25,967.92	30,393.64	36,838.10
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	0.00	0.00	0.00		
Total, Employee Benefits		462,737.88	66,185.75	528,923.63	662,059.59	880,361.25
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	12,150.00	0.00	12,150.00	14,739.30	20,369.28
Books and Other Reference Materials	4200	2,052.84	0.00	2,052.84	3,060.00	3,657.90
Materials and Supplies	4300	105,802.03	0.00	105,802.03	127,434.06	171,966.34
Noncapitalized Equipment	4400	123,235.62	0.00	123,235.62	120,053.37	116,546.97
Food	4700	21,860.35	23,682.05	45,542.40	54,650.88	65,581.06
Total, Books and Supplies		265,100.84	23,682.05	288,782.89	319,937.61	378,121.54
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	1,800.00	0.00	1,800.00	15,507.00	20,650.27
Dues and Memberships	5300	7,551.00	0.00	7,551.00	8,076.00	8,010.86
Insurance	5400	29,531.25	0.00	29,531.25	28,659.75	35,646.24
Operations and Housekeeping Services	5500	176,165.56	0.00	176,165.56	202,831.00	228,743.43
Rentals, Leases, Repairs, and Noncap. Improvements	5600	242,909.25	0.00	242,909.25	246,499.37	251,436.78
Professional/Consulting Services and Operating Expend.	5800	477,963.58	353,609.48	831,573.06	905,323.81	1,054,750.08
Communications	5900	22,701.46	0.00	22,701.46	23,318.90	23,954.87
Total, Services and Other Operating Expenditures		958,622.10	353,609.48	1,312,231.58	1,430,215.84	1,623,192.52
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Sites and Improvements of Sites	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,806,579.27	746,719.42	4,553,298.69	5,248,587.75	6,319,455.75
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		214,423.28	(207,510.40)	6,912.88	129,204.04	274,111.84

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

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

Description	Object Code	FY 2016/17			Totals for 2017/18	Totals for 2018/19
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(207,510.40)	207,510.40	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(207,510.40)	207,510.40	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		6,912.88	(0.00)	6,912.88	129,204.04	274,111.84
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	417,368.41	0.00	417,368.41	424,281.29	553,485.33
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		417,368.41	0.00	417,368.41	424,281.29	553,485.33
2. Ending Fund Balance, June 30 (E + F.1.c.)		424,281.29	(0.00)	424,281.29	553,485.33	827,597.17
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		(0.00)	(0.00)		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	136,598.96	0.00	136,598.96	157,457.63	189,583.67
Undesignated / Unappropriated Amount	9790	287,682.32	0.00	287,682.32	396,027.69	638,013.50

**East Bay Innovation Academy**

Budget vs. Actuals  
As of May close

	Actual			Budget vs. Actual			Budget				
	Mar	Apr	May	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
<b>SUMMARY</b>											
<b>Revenue</b>											
General Block Grant	313,611	276,135	247,099	1,961,683	1,939,207	22,476	2,442,430	2,502,921	2,502,921	-	541,238
Federal Revenue	70,459	46,495	1,693	157,740	49,241	108,499	217,059	298,628	304,389	5,761	146,649
Other State Revenues	27,257	40,613	21,569	293,533	264,038	29,496	363,730	379,849	385,389	5,540	91,856
Local Revenues	920	3,306	(1,495)	11,917	16,064	(4,147)	17,849	17,850	14,374	(3,476)	2,457
Fundraising and Grants	51,472	3,728	9,515	180,054	171,333	8,721	200,000	181,727	187,529	5,802	7,475
<b>Total Revenue</b>	<b>463,719</b>	<b>370,278</b>	<b>278,382</b>	<b>2,604,928</b>	<b>2,439,883</b>	<b>165,045</b>	<b>3,241,069</b>	<b>3,380,975</b>	<b>3,394,602</b>	<b>13,628</b>	<b>789,675</b>
<b>Expenses</b>											
Compensation and Benefits	161,392	164,093	168,770	1,586,396	1,741,371	154,975	1,836,101	1,780,243	1,778,581	1,661	192,185
Books and Supplies	12,267	5,870	11,953	196,591	209,159	12,568	223,721	242,419	249,752	(7,333)	53,161
Services and Other Operating Expenditures	87,444	58,834	155,589	804,233	612,257	(191,975)	882,728	977,618	983,277	(5,660)	179,045
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>261,102</b>	<b>228,796</b>	<b>336,311</b>	<b>2,587,220</b>	<b>2,562,788</b>	<b>(24,432)</b>	<b>2,942,550</b>	<b>3,000,280</b>	<b>3,011,611</b>	<b>(11,331)</b>	<b>424,391</b>
<i>Operating Income (including Depreciation)</i>	202,617	141,481	(57,930)	17,708	(122,904)	140,612	298,519	380,695	382,991	2,296	365,283
<b>Fund Balance</b>											
Beginning Balance (Unaudited)	(234,273)	(31,656)	109,825	34,187	34,187		34,187	34,187	34,187		
Audit Adjustment				190	190		190	190	190		
Beginning Balance (Audited)				34,377	34,377		34,377	34,377	34,377		
Operating Income (including Depreciation)	202,617	141,481	(57,930)	17,708	(122,904)		298,519	380,695	382,991		
<b>Ending Fund Balance (including Depreciation)</b>	<b>(31,656)</b>	<b>109,825</b>	<b>51,895</b>	<b>52,085</b>	<b>(88,527)</b>		<b>332,896</b>	<b>415,073</b>	<b>417,368</b>		

**East Bay Innovation Academy**

Budget vs. Actuals

As of May close

Detail	Actual			Budget vs. Actual			Budget				
	Mar	Apr	May	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
<b>Enrollment Breakdown</b>	M8										
6	116						110	110	110	-	
7	130						130	132	132	-	
8	94						100	100	100	-	
<b>Total Enrolled</b>	<b>340</b>						<b>340</b>	<b>342</b>	<b>342</b>	-	
<b>ADA %</b>											
4-6	98.10%						95%	97%	97%		
7-8	98.10%						95%	97%	97%		
<b>Average</b>	<b>98.10%</b>						<b>95%</b>	<b>97%</b>	<b>97%</b>		
<b>ADA</b>											
4-6	113.8						104.5	112.7	112.7		
7-8	221.7						218.5	218.9	218.9		
<b>Total ADA</b>	<b>335.5</b>						<b>323.0</b>	<b>331.7</b>	<b>331.65</b>		
	<b>331.65</b>										

**East Bay Innovation Academy**

Budget vs. Actuals  
As of May close

		Actual			Budget vs. Actual			Budget				
		Mar	Apr	May	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
<b>REVENUE</b>												
<b>LCFF Entitlement</b>												
8011	Charter Schools LCFF - State Aid	180,588	180,588	180,588	1,397,335	1,412,941	(15,606)	1,790,235	1,760,337	1,760,337	-	363,002
8012	Education Protection Account Entitlement	-	29,036	-	49,703	49,248	455	64,600	66,330	66,330	-	16,627
8019	State Aid - Prior Years	-	-	-	(1,486)	-	(1,486)	-	(1,486)	(1,486)	-	-
8096	Charter Schools in Lieu of Property Taxes	133,023	66,511	66,511	516,131	477,018	39,113	587,595	677,740	677,740	-	161,609
<b>SUBTOTAL - LCFF Entitlement</b>		<b>313,611</b>	<b>276,135</b>	<b>247,099</b>	<b>1,961,683</b>	<b>1,939,207</b>	<b>22,476</b>	<b>2,442,430</b>	<b>2,502,921</b>	<b>2,502,921</b>	<b>-</b>	<b>541,238</b>
<b>8100 Federal Revenue</b>												
8181	Special Education - Entitlement	-	-	-	-	15,930	(15,930)	27,000	27,000	27,000	-	27,000
8182	Special Education Reimbursement	-	46,495	-	46,495	-	46,495	-	94,451	96,712	2,261	50,217
8220	Child Nutrition Programs	2,547	-	1,693	4,240	25,515	(21,275)	30,618	5,476	8,976	3,500	4,736
8291	Title I	8,006	-	-	8,006	5,178	2,828	6,473	15,201	15,201	-	7,195
8292	Title II	274	-	-	274	432	(158)	540	274	274	-	-
8297	PY Federal - Not Accrued	882	-	-	6,226	2,186	4,040	2,429	6,226	6,226	-	-
8298	Implementation Grant	58,750	-	-	92,500	-	92,500	150,000	150,000	150,000	-	57,500
<b>SUBTOTAL - Federal Income</b>		<b>70,459</b>	<b>46,495</b>	<b>1,693</b>	<b>157,740</b>	<b>49,241</b>	<b>108,499</b>	<b>217,059</b>	<b>298,628</b>	<b>304,389</b>	<b>5,761</b>	<b>146,649</b>
<b>8300 Other State Revenues</b>												
8319	Other State Apportionments - Prior Years	-	-	-	2,195	45	2,149	50	2,195	2,195	-	-
8381	Special Education - Entitlement (State)	20,461	20,461	20,383	134,940	114,808	20,132	154,959	159,109	159,109	-	24,169
8382	Special Education Reimbursement (State)	-	-	-	10,800	-	10,800	7,467	21,600	27,000	5,400	16,200
8520	Child Nutrition - State	176	-	119	295	5,468	(5,173)	6,561	419	559	-	264.05
8550	Mandated Cost Reimbursements	-	-	-	2,937	2,937	0	2,937	2,937	2,937	-	-
8560	State Lottery Revenue	-	9,120	-	18,318	16,725	1,593	58,463	60,029	60,029	-	41,711
8590	All Other State Revenue	6,620	11,032	1,067	124,049	124,055	(6)	123,787	124,055	124,055	-	6
8599	Selpa Admin Offset	-	-	-	-	-	-	9,506	9,506	9,506	-	9,506
<b>SUBTOTAL - Other State Income</b>		<b>27,257</b>	<b>40,613</b>	<b>21,569</b>	<b>293,533</b>	<b>264,038</b>	<b>29,496</b>	<b>363,730</b>	<b>379,849</b>	<b>385,389</b>	<b>5,400</b>	<b>91,856</b>
<b>8600 Other Local Revenue</b>												
8634	Food Service Sales	909	-	1,403	11,496	14,400	(2,904)	16,000	16,000	12,500	(3,500)	1,004
8638	Merchandise Sales	-	-	24	24	-	24	-	-	24	24	-
8660	Interest	0	0	0	1	0	1	0	1	1	0	-
8690	Other Local Revenue	11	-	385	396	1,664	(1,268)	1,849	1,849	1,849	-	1,453
8999	Uncategorized Revenue	-	3,306	(3,306)	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Local Revenues</b>		<b>920</b>	<b>3,306</b>	<b>(1,495)</b>	<b>11,917</b>	<b>16,064</b>	<b>(4,147)</b>	<b>17,849</b>	<b>17,850</b>	<b>14,374</b>	<b>(3,476)</b>	<b>2,457</b>
<b>8800 Donations/Fundraising</b>												
8801	Donations - Parents	50	1,153	2,588	49,660	55,316	(5,656)	61,462	58,259.61	57,135	(1,124)	7,475
8802	Donations - Private	-	2,000	1,132	63,566	108,333	(44,767)	130,000	62,434	63,566	1,132	-
8803	Fundraising	51,422	575	5,795	66,828	7,684	59,144	8,538	61,033	66,828	5,795	-
<b>SUBTOTAL - Fundraising and Grants</b>		<b>51,472</b>	<b>3,728</b>	<b>9,515</b>	<b>180,054</b>	<b>171,333</b>	<b>8,721</b>	<b>200,000</b>	<b>181,727</b>	<b>187,529</b>	<b>5,802</b>	<b>7,475</b>
<b>TOTAL REVENUE</b>		<b>463,719</b>	<b>370,278</b>	<b>278,382</b>	<b>2,604,928</b>	<b>2,439,883</b>	<b>165,045</b>	<b>3,241,069</b>	<b>3,380,975</b>	<b>3,394,602</b>	<b>13,488</b>	<b>789,675</b>

**East Bay Innovation Academy**

Budget vs. Actuals  
As of May close

	Actual			Budget vs. Actual			Budget					
	Mar	Apr	May	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
1000	<b>Certificated Salaries</b>											
1100	Teachers Salaries	70,795	70,187	70,461	716,624	856,727	140,104	807,930	743,930	743,930	-	27,306
1103	Teacher - Substitute Pay	6,790	6,510	7,220	37,485	-	(37,485)	-	30,400	40,400	(10,000)	2,915
1111	Teacher - Bonus	-	-	-	-	-	-	39,600	39,600	39,600	-	39,600
1148	Teacher - Special Ed	11,444	11,444	11,444	103,918	108,718	4,800	114,440	114,440	114,440	-	10,522
1150	Teacher - Summer School	-	-	-	-	-	-	-	-	-	-	-
1300	Certificated Supervisor & Administrator Salaries	10,833	10,833	10,833	116,667	116,667	(0)	127,500	127,500	127,500	-	10,833
1311	Cert-Admin - DESEL, Curr. Instr	14,000	14,000	14,000	91,758	90,833	(925)	103,750	106,167	106,167	-	14,408
1322	Cert Admin - Bonus	-	-	-	-	-	-	25,875	25,875	25,875	-	25,875
<b>SUBTOTAL - Certificated Employees</b>		<b>113,863</b>	<b>112,975</b>	<b>113,959</b>	<b>1,066,452</b>	<b>1,172,945</b>	<b>106,494</b>	<b>1,219,095</b>	<b>1,187,912</b>	<b>1,197,912</b>	<b>(10,000)</b>	<b>131,460</b>
2000	<b>Classified Salaries</b>											
2103	Summer Tutor	-	-	-	407	-	(407)	407	407	407	-	-
2104	Instructional Assistant SPED	7,993	6,641	9,026	60,953	71,442	10,489	79,380	74,100	74,100	-	13,147
2105	Classified - Enrichment/Intersession	3,864	3,528	3,465	38,827	30,240	(8,587)	33,600	38,600	40,280	(1,680)	1,453
2300	Classified Supervisor & Administrator Salaries	5,833	5,833	5,833	54,722	55,417	695	61,250	61,250	61,250	-	6,528
2311	Classified Admin - Bonus	-	-	-	-	-	-	-	3,500	3,500	-	3,500
2400	Classified Clerical & Office Salaries	9,594	6,915	9,605	87,774	88,153	379	96,750	95,550	95,550	-	7,776
2401	Classified Clerical & Office Salaries - Bonus	-	-	-	-	-	-	3,000	3,000	3,000	-	3,000
2928	Other Classified - Food	1,800	1,280	1,760	13,200	-	(13,200)	-	18,450	18,450	-	5,250
<b>SUBTOTAL - Classified Employees</b>		<b>29,084</b>	<b>24,197</b>	<b>29,690</b>	<b>255,882</b>	<b>245,251</b>	<b>(10,631)</b>	<b>274,387</b>	<b>294,857</b>	<b>296,537</b>	<b>(1,680)</b>	<b>40,654</b>
3000	<b>Employee Benefits</b>											
3100	STRS	10,522	10,489	10,562	105,570	121,872	16,302	137,381	122,035	117,035	5,000	11,465
3300	OASDI-Medicare-Alternative	4,734	4,320	4,770	44,574	31,134	(13,440)	35,070	48,205	48,333	(129)	3,759
3400	Health & Welfare Benefits	1,709	11,789	9,452	90,004	133,599	43,595	133,599	98,599	90,004	8,595	0
3500	Unemployment Insurance	514	323	338	12,324	19,096	6,772	19,096	12,747	12,747	-	423
3600	Workers Comp Insurance	965	-	-	11,591	17,474	5,883	17,474	15,889	16,014	(125)	4,423
<b>SUBTOTAL - Employee Benefits</b>		<b>18,445</b>	<b>26,921</b>	<b>25,122</b>	<b>264,062</b>	<b>323,174</b>	<b>59,112</b>	<b>342,619</b>	<b>297,474</b>	<b>284,133</b>	<b>13,341</b>	<b>20,071</b>



**East Bay Innovation Academy**

Budget vs. Actuals  
As of May close

	Actual			Budget vs. Actual			Budget				
	Mar	Apr	May	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
<b>4000 Books &amp; Supplies</b>	-	-	-								
4100 Approved Textbooks & Core Curricula Materials	1,931	-	45	35,498	52,804	17,306	52,804	42,115	42,115	-	6,617
4200 Books & Other Reference Materials	-	-	10	213	1,200	987	1,600	203	213	(10)	0
4300 Materials & Supplies	641	1,277	1,446	11,323	9,405	(1,918)	7,336	11,000	11,323	(323)	-
4320 Educational Software	110	-	-	13,970	7,500	(6,470)	10,000	44,649	44,649	-	30,678
4326 Art & Music Supplies	415	49	196	3,455	-	(3,455)	-	4,110	4,110	-	655
4330 Office Supplies	2,078	65	1,711	12,906	16,373	3,467	18,010	14,616	14,616	-	1,710
4352 Quest (After School)	895	-	-	1,560	-	(1,560)	2,500	2,500	2,500	-	940
4400 Noncapitalized Equipment	1,470	(135)	-	4,886	14,355	9,469	14,681	14,681	14,681	-	9,795
4410 Classroom Furniture, Equipment & Supplies	-	-	-	4,909	1,956	(2,954)	4,069	4,971	4,971	-	61.45
4420 Computers (individual items less than \$5k)	-	-	155	70,042	61,800	(8,242)	64,000	70,292	70,292	-	250
4423 Staff Computers	36	-	156	1,239	4,400	3,161	4,800	1,800	1,800	-	561
4430 Non Classroom Related Furniture, Equipment & Supplies	366	155	-	522	-	(522)	180	530	530	-	8
4710 Student Food Services	4,325	4,458	8,234	36,068	39,366	3,298	43,740	30,952	37,952	(7,000)	1,884
<b>SUBTOTAL - Books and Supplies</b>	<b>12,267</b>	<b>5,870</b>	<b>11,953</b>	<b>196,591</b>	<b>209,159</b>	<b>12,568</b>	<b>223,721</b>	<b>242,419</b>	<b>249,752</b>	<b>(7,333)</b>	<b>53,161</b>

**East Bay Innovation Academy**

Budget vs. Actuals  
As of May close

	Actual			Budget vs. Actual			Budget				
	Mar	Apr	May	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
<b>5000 Services &amp; Other Operating Expenses</b>											
5210 Conference Fees	-	-	-	-	7,688	7,688	10,000	-	-	-	-
5220 Travel and Lodging	438	-	1,609	2,046	2,025	(21)	2,700	2,700	2,700	-	654
5300 Dues & Memberships	-	1,026	245	5,154	6,323	1,169	7,026	7,026	7,026	-	1,872
5450 Insurance - Other	1,111	-	-	13,375	17,000	3,625	17,000	17,100	17,100	-	3,725
5515 Janitorial, Gardening Services & Supplies	6,206	4,800	4,800	57,318	64,581	7,263	70,452	70,452	65,452	5,000	8,134
5535 Utilities - All Utilities	6,527	4,042	4,021	43,987	44,172	186	50,732	47,732	47,732	-	3,745
5611 Prop 39 Related Costs	26,057	-	26,057	104,226	78,170	(26,057)	104,226	104,839	104,839	-	613
5615 Repairs and Maintenance - Building	181	-	-	596	1,810	1,213	2,011	811	811	-	214
5616 Repairs and Maintenance - Computers	614	1,283	1,057	5,061	10,800	5,739	12,000	6,500	6,500	-	1,439
5803 Accounting Fees	-	1,100	-	4,738	-	(4,738)	8,000	8,000	8,000	-	3,262
5809 Banking Fees	31	150	262	1,613	275	(1,338)	300	1,501	1,701	(200)	88
5810 Intersession	9,890	1,293	599	75,236	-	(75,236)	102,000	111,900	111,900	-	36,664
5812 Business Services	10,833	10,833	10,833	118,667	118,182	(485)	130,000	130,000	130,000	-	11,333
5815 Consultants - Instructional	3,770	-	6,805	34,075	8,000	(26,075)	41,250	35,250	35,250	-	1,175
5820 Consultants - Non Instructional - Custom 1	-	2,795	6,055	10,451	22,222	11,771	25,000	5,000	10,451	(5,451)	-
5824 District Oversight Fees	-	-	-	-	22,032	22,032	24,424	25,029	25,029	-	25,029
5830 Field Trips Expenses	-	-	-	-	6,975	6,975	9,300	-	-	-	-
5836 Fingerprinting	155	-	-	1,554	353	(1,201)	1,094	1,554	1,554	-	-
5839 Fundraising Expenses	4,367	1,573	3,025	14,079	5,611	(8,468)	6,234	11,054	14,079	(3,025)	-
5843 Interest - Loans Less than 1 Year	-	-	82	7,873	-	(7,873)	7,873	7,873	7,873	-	-
5845 Legal Fees	8,500	8,356	5,238	69,551	50,417	(19,135)	55,000	79,000	79,000	-	9,449
5851 Marketing and Student Recruiting	208	-	-	693	1,156	463	1,300	1,340	1,340	-	647
5857 Payroll Fees	281	268	263	2,558	2,750	192	3,000	3,000	3,000	-	442
5860 Printing and Reproduction	-	-	-	-	162	162	180	180	180	-	180
5861 Prior Yr Exp (not accrued)	47	-	-	9,432	-	(9,432)	9,385	9,432	9,432	-	-
5863 Professional Development	122	102	132	21,227	18,000	(3,227)	24,665	26,365	26,365	-	5,138
5866 SPED MH Day/NPS Services	5,681	5,681	69,706	84,890	-	(84,890)	-	126,373	126,373	-	41,482
5869 Special Education Contract Instructors	4,366	8,918	10,015	76,659	72,000	(4,659)	80,000	80,000	80,000	-	3,341
5872 Special Education Admin Fee	-	-	-	-	-	-	9,506	9,506	9,506	-	9,506
5875 Staff Recruiting	1,241	-	1,934	6,124	2,575	(3,549)	3,090	4,190	6,124	(1,934)	-
5878 Student Assessment	-	-	-	-	-	-	3,090	-	-	-	-
5881 Student Information System	-	-	-	316	8,888	8,571	11,850	11,850	11,850	-	11,534
5884 Substitutes	1,000	1,000	1,400	4,878	21,764	16,885	23,941	6,083	6,083	-	1,205
5887 Technology Services	-	-	99	9,628	3,221	(6,407)	9,579	9,579	9,629	(50)	1
5899 Miscellaneous Operating Expenses	(5,648)	3,279	(3,279)	-	-	-	-	-	-	-	-
5900 Communications	1,330	601	993	11,830	13,200	1,370	14,400	14,400	14,400	-	2,570
5905 Communications - Cell Phones	-	-	-	-	108	108	120	-	-	-	-
5910 Communications - Internet / Website Fees	-	-	-	-	-	-	-	-	-	-	-
5915 Postage and Delivery	-	50	41	161	1,800	1,639	2,000	2,000	2,000	-	1,839
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>87,444</b>	<b>58,834</b>	<b>155,589</b>	<b>804,233</b>	<b>612,257</b>	<b>(191,975)</b>	<b>882,728</b>	<b>977,618</b>	<b>983,277</b>	<b>(5,660)</b>	<b>179,045</b>

**East Bay Innovation Academy**

Budget vs. Actuals

As of May close

	Actual			Budget vs. Actual			Budget				
	Mar	Apr	May	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
<b>6000 Capital Outlay</b>											
6100 Sites & Improvement of Sites	-	-	-	-	-	-	-	-	-	-	-
6200 Buildings & Improvement of Buildings	-	-	-	-	-	-	-	-	-	-	-
6300 School Libraries	-	-	-	-	-	-	-	-	-	-	-
6400 Equipment	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Capital Outlay</b>	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>261,102</b>	<b>228,796</b>	<b>336,311</b>	<b>2,587,220</b>	<b>2,562,788</b>	<b>(24,432)</b>	<b>2,942,550</b>	<b>3,000,280</b>	<b>3,011,611</b>	<b>(11,331)</b>	<b>424,391</b>
<b>6900 Total Depreciation (includes Prior Years)</b>	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES including Depreciation</b>	<b>261,102</b>	<b>228,796</b>	<b>336,311</b>	<b>2,587,220</b>	<b>2,562,788</b>	<b>(24,432)</b>	<b>2,942,550</b>	<b>3,000,280</b>	<b>3,011,611</b>	<b>(11,331)</b>	<b>424,391</b>

**East Bay Innovation Academy**

Multiyear Budget Summary DRAFT

As of May close

	2015/16	2016/17	2016/17	2017/18	2018/19
	Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
<b>SUMMARY</b>					
<b>Revenue</b>					
General Block Grant	2,502,921	3,329,153		4,046,966	5,071,208
Federal Revenue	304,389	304,213		329,197	345,418
Other State Revenues	385,389	385,027		357,917	402,745
Local Revenues	14,374	38,318		188,812	282,998
Fundraising and Grants	187,529	503,500		454,900	491,200
<b>Total Revenue</b>	<b>3,394,602</b>	<b>4,560,212</b>		<b>5,377,792</b>	<b>6,593,568</b>
<b>Expenses</b>					
Compensation and Benefits	1,778,581	2,952,284		3,498,434	4,318,142
Books and Supplies	249,752	288,783		319,938	378,122
Services and Other Operating Expenditures	983,277	1,312,232		1,430,216	1,623,193
Capital Outlay	-	-		-	-
<b>Total Expenses</b>	<b>3,011,611</b>	<b>4,553,299</b>		<b>5,248,588</b>	<b>6,319,456</b>
<b>Operating Income (excluding Depreciation)</b>	<b>382,991</b>	<b>6,913</b>		<b>129,204</b>	<b>274,112</b>
<i>Operating Income (including Depreciation,</i>	382,991	6,913		129,204	274,112
<b>Fund Balance</b>					
Beginning Balance (Unaudited)	34,187	417,368		424,281	553,485
Operating Income (including Depreciation)	382,991	6,913		129,204	274,112
<b>Ending Fund Balance (including Depreciation)</b>	<b>417,368</b>	<b>424,281</b>		<b>553,485</b>	<b>827,597</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>14%</b>	<b>9%</b>		<b>11%</b>	<b>13%</b>

**East Bay Innovation Academy**

Multiyear Budget Summary DRAFT

As of May close

	2015/16	2016/17		2017/18	2018/19
Detail	Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
<b>Enrollment Breakdown</b>					
6	110	115	-	110	110
7	132	115	-	110	110
8	100	120	-	110	110
9	-	100	-	110	110
10	-	-	-	90	110
11	-	-	-	-	90
12	-	-	-	-	-
<b>Enrollment Summary</b>					
4-6	110	115	-	110	110
7-8	232	235	-	220	220
9-12	-	100	-	200	310
<b>Total Enrolled</b>	<b>342</b>	<b>450</b>	-	<b>530</b>	<b>640</b>
<b>ADA %</b>					
4-6	97%	95%	-	95%	95%
7-8	97%	95%	-	95%	95%
9-12	95%	90%	-	90%	90%
<b>Average</b>	<b>97%</b>	<b>94%</b>	-	<b>93%</b>	<b>93%</b>
<b>ADA</b>					
4-6	112.7	109.3	-	104.5	104.5
7-8	218.9	223.3	-	209.0	209.0
9-12	0.0	90.0	-	180.0	279.0
<b>Total ADA</b>	<b>331.7</b>	<b>422.5</b>	-	<b>493.5</b>	<b>592.5</b>
ADA (P-2)	207	332	-	423	494
Enrollment	216	342	-	450	530
# Unduplicated Count (CALPADS)	30	57	-	68	80
# Free & Reduced Lunch (FRL) (CALPADS)	30	48	-	63	74
# ELL (CALPADS)	7	17	-	22	26
<b>Current Year</b>	-	-	-	-	-
CALPADS Enrollment (for unduplicated % calc)	344	450	-	530	640
# Unduplicated Count (CALPADS)	57	68	-	80	97
# Free & Reduced Lunch (FRL) (CALPADS)	48	63	-	74	90
# ELL (CALPADS)	17	22	-	26	31
New Students	128	108	-	80	110

**East Bay Innovation Academy**

Multiyear Budget Summary DRAFT

As of May close

		2015/16	2016/17	2016/17	2017/18	2018/19
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
<b>LCFF Entitlement</b>						
8011	Charter Schools LCFF - State Aid	1,760,337	2,381,258	Backfills State Aid	2,939,779	3,741,910
8012	Education Protection Account Entitlement	66,330	84,500	Greater of: \$200 per ADA or 25% of State Aid	98,700	118,500
8019	State Aid - Prior Years	(1,486)	-		-	-
8096	Charter Schools in Lieu of Property Taxes	677,740	863,396	In accordance with Local Property Tax of \$2043.54 per ADA	1,008,487	1,210,797
<b>SUBTOTAL - LCFF Entitlement</b>		<b>2,502,921</b>	<b>3,329,153</b>	<b>-</b>	<b>4,046,966</b>	<b>5,071,208</b>
<b>8100 Federal Revenue</b>						
8181	Special Education - Entitlement	27,000	42,750	\$125 per ADA, after Admin and Set-aside fees	52,813	53,915
8182	Special Education Reimbursement	96,712	227,471	Level 3 NPS reimbursed at 90% of cost	234,295	241,324
8220	Child Nutrition Programs	8,976	22,771	Estimated reimbursement at 50% of total Food Service	27,325	32,791
8291	Title I	15,201	10,356	\$215.76 per Title I eligible student	13,627	16,050
8292	Title II	274	864	\$18 per Title II eligible student	1,137	1,339
8297	PY Federal - Not Accrued	6,226	-		-	-
8298	Implementation Grant	150,000	-		-	-
<b>SUBTOTAL - Federal Income</b>		<b>304,389</b>	<b>304,213</b>	<b>-</b>	<b>329,197</b>	<b>345,418</b>
<b>8300 Other State Revenues</b>						
8319	Other State Apportionments - Prior Years	2,195	-		-	-
8381	Special Education - Entitlement (State)	159,109	202,694	\$505 per ADA, after accounting for Admin and Set-aside	236,757	261,512
8382	Special Education Reimbursement (State)	27,000	21,600	80% of \$3K per service count. Ultimately it will be lesser of this estimate or the actual MH budget.	21,600	21,600
8520	Child Nutrition - State	559	911	Estimated reimbursement at 2% of total Food Service	1,093	1,312
8550	Mandated Cost Reimbursements	2,937	4,643	\$14 per PY ADA	8,435	11,949
8560	State Lottery Revenue	60,029	68,445	\$162 per ADA per SSC	79,947	95,985
8590	All Other State Revenue	124,055	76,943	\$200/ADA per Governor Proposal	-	-
8599	Selpa Admin Offset	9,506	9,791	Selpa Admin Offset	10,085	10,387
<b>SUBTOTAL - Other State Income</b>		<b>385,389</b>	<b>385,027</b>	<b>-</b>	<b>357,917</b>	<b>402,745</b>
<b>8600 Other Local Revenue</b>						
8634	Food Service Sales	12,500	16,000	Based on prior year	16,000	16,000
8638	Merchandise Sales	24	-		-	-
8660	Interest	1	1		1	1
8690	Other Local Revenue	1,849	2,318	\$5 per Students Total	2,811	3,497
8701	Oakland Measure N	-	20,000	Pending award; \$200 per grades 9-12 student for planning	170,000	263,500
<b>SUBTOTAL - Local Revenues</b>		<b>14,374</b>	<b>38,318</b>	<b>-</b>	<b>188,812</b>	<b>282,998</b>
<b>8800 Donations/Fundraising</b>						
8801	Donations - Parents	57,135	148,500	\$330 per Students Total	174,900	211,200
8802	Donations - Private	63,566	280,000	Private grants	280,000	280,000
8803	Fundraising	66,828	75,000	Additional grants	-	-
<b>SUBTOTAL - Fundraising and Grants</b>		<b>187,529</b>	<b>503,500</b>	<b>-</b>	<b>454,900</b>	<b>491,200</b>
<b>TOTAL REVENUE</b>		<b>3,394,602</b>	<b>4,560,212</b>	<b>-</b>	<b>5,377,792</b>	<b>6,593,568</b>

**East Bay Innovation Academy**

Multiyear Budget Summary DRAFT

As of May close

		2015/16	2016/17	2016/17	2017/18	2018/19
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
<b>EXPENSES</b>						
<b>Compensation &amp; Benefits</b>						
<b>1000</b>	<b>Certificated Salaries</b>					
1100	Teachers Salaries	743,930	1,290,755	21.5 FTE (4 each ELA, math, history, science. 2 coding, 1.5 Spanish; 1 art; 1 PE)	1,644,939	2,077,428
1103	Teacher - Substitute Pay	40,400	21,315	0.45 FTE	34,616	35,135
1111	Teacher - Bonus	39,600	41,854	per contracts; board discretion	53,554	66,057
1148	Teacher - Special Ed	114,440	173,112	3 FTE, RSP	175,708	209,714
1150	Teacher - Summer School	-	12,000	0.1 FTE	8,000	8,000
1300	Certificated Supervisor & Administrator Salaries	127,500	131,950	1 FTE, Head of School	133,929	135,938
1311	Cert-Admin - DESEL, Curr. Instr	106,167	286,000	3 FTE, DESEL, 2 Curr. Instr	290,290	294,644
1322	Cert Admin - Bonus	25,875	25,131	Per contracts; board discretion	35,708	36,779
<b>SUBTOTAL - Certificated Employees</b>		<b>1,197,912</b>	<b>1,982,117</b>	<b>-</b>	<b>2,376,744</b>	<b>2,863,696</b>
<b>2000</b>	<b>Classified Salaries</b>					
2103	Summer Tutor	407	-		-	-
2104	Instructional Assistant SPED	74,100	115,910	4.425 FTE (2FT, 4 PT)	133,398	151,210
2105	Classified - Enrichment/Intersession	40,280	42,504	1 FTE	39,220	74,943
2107	Classified - Guidance Counselor	-	-		-	30,907
2300	Classified Supervisor & Administrator Salaries	61,250	73,000	1 FTE, Dir. of Ops	74,095	75,206
2311	Classified Admin - Bonus	3,500	4,974	0 FTE	5,048	5,199
2400	Classified Clerical & Office Salaries	95,550	73,797	2.5 FTE (2 Office Managers, 2 0.5 FTE supports	74,904	91,838
2401	Classified Clerical & Office Salaries - Bonus	3,000	4,000	0 FTE	4,000	4,000
2402	Classified Clerical & Office Salaries - Community Eng	-	65,000	1 FTE	65,975	66,965
2403	Classified Clerical & Office Salaries - Tech Support	-	-		-	-
2905	Other Classified - After School	-	33,600	1 FTE (Quest)	34,104	34,616
2928	Other Classified - Food	18,450	28,460	1.255 FTE (3 PT)	28,887	39,202
<b>SUBTOTAL - Classified Employees</b>		<b>296,537</b>	<b>441,244</b>	<b>-</b>	<b>459,631</b>	<b>574,085</b>
<b>3000</b>	<b>Employee Benefits</b>					
3100	STRS	117,035	258,534	12.58% of certificated payroll	353,656	483,485
3300	OASDI-Medicare-Alternative	48,333	58,334		65,437	79,352
3400	Health & Welfare Benefits	90,004	161,437	\$4612 per FTE per year. Growing at 3% per year.	193,724	254,263
3500	Unemployment Insurance	12,747	24,652	4.70% per first ~\$7K of pay per person	18,849	26,423
3600	Workers Comp Insurance	16,014	25,968	1.07% of payroll, per insurance quote for similarly sized s	30,394	36,838
<b>SUBTOTAL - Employee Benefits</b>		<b>284,133</b>	<b>528,924</b>	<b>-</b>	<b>662,060</b>	<b>880,361</b>

**East Bay Innovation Academy**

Multiyear Budget Summary DRAFT

As of May close

		2015/16	2016/17		2016/17	2017/18	2018/19
		Current Forecast	Preliminary Budget		Notes	Preliminary Budget	Preliminary Budget
<b>4000</b>	<b>Books &amp; Supplies</b>						
4100	Approved Textbooks & Core Curricula Materials	42,115	12,150	\$27 per Student		14,739	20,369
4200	Books & Other Reference Materials	213	2,053	\$95 per Teacher		3,060	3,658
4300	Materials & Supplies	11,323	13,905	\$31 per Student		16,868	20,980
4320	Educational Software	44,649	64,800	\$144 per Student		78,610	108,636
4326	Art & Music Supplies	4,110	-			-	-
4330	Office Supplies	14,616	22,097	\$49 per Student		26,806	37,045
4352	Quest (After School)	2,500	5,000			5,150	5,305
4400	Noncapitalized Equipment	14,681	15,122	Include Ubiquity hardware, routers (\$1K) and a new printer/copier (\$1K)		15,575	16,043
4410	Classroom Furniture, Equipment & Supplies	4,971	10,800	\$100 per New Student		8,000	11,330
4420	Computers (individual items less than \$5k)	70,292	92,100	\$400 per new student, plus 50% of 1st year computers replaced		85,000	79,000
4423	Staff Computers	1,800	4,944	6 machines, \$800 each		11,200	9,888
4430	Non Classroom Related Furniture, Equipment & Supp	530	270			278	286
4710	Student Food Services	37,952	45,542	Assumes that 87% of total Food Service Cost is reimbursed		54,651	65,581
<b>SUBTOTAL - Books and Supplies</b>		<b>249,752</b>	<b>288,783</b>			<b>319,938</b>	<b>378,122</b>



**East Bay Innovation Academy**

Multiyear Budget Summary DRAFT

As of May close

		2015/16	2016/17	2016/17	2017/18	2018/19
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>					
5210	Conference Fees	-	-		10,918	13,792
5220	Travel and Lodging	2,700	1,800	\$199 per Teacher	4,589	6,859
5300	Dues & Memberships	7,026	7,551		8,076	8,011
5450	Insurance - Other	17,100	29,531	\$53 per Student	28,660	35,646
5515	Janitorial, Gardening Services & Supplies	65,452	97,416	Additional \$30K to account for 2nd site	110,081	113,383
5535	Utilities - All Utilities	47,732	78,750	\$175 per Student	92,750	115,360
	Prop 39 Related Costs	104,839	222,504	\$140,443 for Marshall, and \$82061 for Roosevelt. \$4.73/sq ft	222,504	222,504
5615	Repairs and Maintenance - Building	811	4,142	\$345 per Monthly Rate	4,266	4,394
5616	Repairs and Maintenance - Computers	6,500	16,263		19,729	24,538
5803	Accounting Fees	8,000	8,240		8,487	8,742
5809	Banking Fees	1,701	618		637	656
5810	Intersession	111,900	135,000	\$300 per Student	159,000	224,000
5812	Business Services	130,000	136,500	Flat Fee	140,595	147,625
5815	Consultants - Instructional	35,250	10,622	Oakland Parks and Rec for after school	10,941	11,269
5820	Consultants - Non Instructional - Custom 1	10,451	-	-	-	25,000
5824	District Oversight Fees	25,029	33,292	1.0% of LCFF General Purpose Grant	40,470	50,712
5830	Field Trips Expenses	-	-		17,374	21,610
5836	Fingerprinting	1,554	2,474	\$60 per FTE	2,804	3,427
5839	Fundraising Expenses	14,079	11,386		11,727	12,079
5843	Interest - Loans Less than 1 Year	7,873	8,309		8,628	8,828
5845	Legal Fees	79,000	55,000	\$4583 per Monthly Rate	28,325	29,175
5851	Marketing and Student Recruiting	1,340	1,112	\$10 per New Student	849	1,202
5857	Payroll Fees	3,000	3,090	\$258 per Monthly Rate	3,183	3,278
5860	Printing and Reproduction	180	185		191	196
5861	Prior Yr Exp (not accrued)	9,432	-		-	-
5863	Professional Development	26,365	25,405	\$3K x 5 people for BTSA	26,167	26,952
5866	SPED MH Day/NPS Services	126,373	252,745	Day Services at Phillips Academy; out of state NPS	260,328	268,138
5869	Special Education Contract Instructors	80,000	100,000	Includes \$50K flat for Dr. Franklin	120,000	140,000
5872	Special Education Admin Fee	9,506	9,791		10,085	10,387
5875	Staff Recruiting	6,124	4,316		4,445	4,579
5878	Student Assessment	-	-		3,278	3,377
5881	Student Information System	11,850	12,206		12,572	12,949
5884	Substitutes	6,083	6,483	\$37 per Student	19,995	24,870
5887	Technology Services	9,629	14,800	x1.5 for 2nd site	15,244	15,701
5900	Communications	14,400	20,581	\$1715 per Monthly Rate	21,199	21,835
5905	Communications - Cell Phones	-	120	\$0 per Monthly Rate	120	120
5915	Postage and Delivery	2,000	2,000	\$1804 per Monthly Rate	2,000	2,000
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>983,277</b>	<b>1,312,232</b>	<b>-</b>	<b>1,430,216</b>	<b>1,623,193</b>

**East Bay Innovation Academy**

Multiyear Budget Summary DRAFT

As of May close

		2015/16	2016/17	2016/17	2017/18	2018/19
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
<b>6000</b>	<b>Capital Outlay</b>					
6100	Sites & Improvement of Sites	-	-		-	-
6200	Buildings & Improvement of Buildings	-	-		-	-
6300	School Libraries	-	-		-	-
6400	Equipment	-	-		-	-
	<b>SUBTOTAL - Capital Outlay</b>	-	-		-	-
<b>TOTAL EXPENSES</b>		<b>3,011,611</b>	<b>4,553,299</b>		<b>5,248,588</b>	<b>6,319,456</b>
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	-	-		-	-
<b>TOTAL EXPENSES including Depreciation</b>		<b>3,011,611</b>	<b>4,553,299</b>		<b>5,248,588</b>	<b>6,319,456</b>

# East Bay Innovation Academy

## May Financials, 16-17 Budget



June 15, 2016

Presented by: Michelle Cho

# Financial Presentation Agenda



- May Financials
- 15-16 Forecast Update
- Cash Flow Update
- 16-17 Budget

# 1. May Financials

# May: Revenues and expenses generally on track to finish strong in 15-16



- SPED federal funds still delayed (\$27K); remaining PCSGP funds (federal) expected in 16-17 (\$57.5K)
- SPED NPS expenses catch up in May (\$70K)
- 77% of forecasted revenues received; 86% of current forecast spent

	Mar	Apr	May	Actual YTD	Budget YTD	Variance (YTD less Budget)
<b>SUMMARY</b>						
<b>Revenue</b>						
General Block Grant	313,611	276,135	247,099	1,961,683	1,939,207	22,476
Federal Revenue	70,459	46,495	1,693	157,740	49,241	108,499
Other State Revenues	27,257	40,613	21,569	293,533	264,038	29,496
Local Revenues	920	3,306	(1,495)	11,917	16,064	(4,147)
Fundraising and Grants	51,472	3,728	9,515	180,054	171,333	8,721
<b>Total Revenue</b>	<b>463,719</b>	<b>370,278</b>	<b>278,382</b>	<b>2,604,928</b>	<b>2,439,883</b>	<b>165,045</b>
<b>Expenses</b>						
Compensation and Benefits	161,392	164,093	168,770	1,586,396	1,741,371	154,975
Books and Supplies	12,267	5,870	11,953	196,591	209,159	12,568
Services and Other Operating Expenditures	87,444	58,834	155,589	804,233	612,257	(191,975)
Capital Outlay	-	-	-	-	-	-
<b>Total Expenses</b>	<b>261,102</b>	<b>228,796</b>	<b>336,311</b>	<b>2,587,220</b>	<b>2,562,788</b>	<b>(24,432)</b>
<i>Operating Income (including Depreciation)</i>	202,617	141,481	(57,930)	17,708	(122,904)	140,612

## 2. 15-16 Forecast Update

# EBIA's 15-16 Expected Operating Income Similar to Previous Forecast (\$383K)



- Revenues:
  - SPED mental health reimbursement revised from 80% to 100%: **+\$7.6K**
  - Local revenues/donations increased by **\$6K** on net, based on actuals and expectations
  
- Expenses: many budgets were adjusted based on actuals for remainder of the year
  - Salaries: **+\$11.7K** including substitutes, classified enrichment
  - Benefits: **-\$13K** including STRS and health
  - Books and Supplies: **+\$7K** including food service, materials
  - Services: **+\$5.7K** including fundraising expenses, staff recruiting, non-instructional consultants
  
- Fund balance: \$417K (14% of expenses)



## 3. Cash Flow

# \$200K grant revenue for 16-17 arrived in May; cash position strong for remainder of 15-16 and into 16-17



May Actual	Jun Projected	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected
<b>394,964</b>	<b>564,846</b>	<b>577,735</b>	<b>562,878</b>	<b>429,659</b>	<b>267,129</b>	<b>566,376</b>	<b>444,160</b>	<b>318,143</b>
247,099	284,260	-	128,681	169,346	491,624	212,650	212,650	356,882
1,693	81,697	-	-	2,277	2,277	2,277	2,277	6,765
21,569	16,160	-	7,955	8,047	19,054	14,411	14,411	45,188
(1,495)	2,457	3,333	3,333	4,933	4,933	4,933	4,933	1,986
9,515	(5,392)	-	-	114,550	82,425	-	70,000	14,850
<b>278,382</b>	<b>379,182</b>	<b>3,333</b>	<b>139,970</b>	<b>299,153</b>	<b>600,314</b>	<b>234,271</b>	<b>304,271</b>	<b>425,672</b>
168,770	181,779	74,279	130,746	271,164	263,768	262,536	262,536	272,397
11,953	52,811	60,436	66,765	38,328	15,438	15,438	15,438	12,778
155,589	137,008	62,097	57,483	158,584	84,906	84,906	158,708	90,106
-	-	-	-	-	-	-	-	-
<b>336,311</b>	<b>371,598</b>	<b>196,812</b>	<b>254,994</b>	<b>468,076</b>	<b>364,112</b>	<b>362,880</b>	<b>436,681</b>	<b>375,281</b>
<b>(57,930)</b>	<b>7,584</b>	<b>(193,479)</b>	<b>(115,024)</b>	<b>(168,923)</b>	<b>236,202</b>	<b>(128,609)</b>	<b>(132,410)</b>	<b>50,391</b>
2,620	-	256,458	53,558	-	56,653	-	-	-
-	-	(27,764)	(25,029)	-	-	-	-	-
-	-	-	-	-	-	-	-	-
20,573	-	-	-	-	-	-	-	-
5,536	5,305	(50,072)	(46,724)	14,726	14,726	14,726	14,726	14,726
-	-	-	-	-	-	-	-	-
82	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)
199,000	-	-	-	-	-	-	-	-
<b>564,846</b>	<b>577,735</b>	<b>562,878</b>	<b>429,659</b>	<b>267,129</b>	<b>566,376</b>	<b>444,160</b>	<b>318,143</b>	<b>374,927</b>

## 4. 16-17 Draft Budget

# Revised 3-Year Budget: 16-17 break-even

Anticipated Measure N revenue will be for planning only; implementation begins in 17-18 at higher per-student funding

		2015/16	2016/17	2017/18	2018/19
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>SUMMARY</b>					
<b>Revenue</b>					
	General Block Grant	2,502,921	3,329,153	4,046,966	5,071,208
	Federal Revenue	304,389	304,213	329,197	345,418
	Other State Revenues	385,389	385,027	357,917	402,745
	Local Revenues	14,374	38,318	188,812	282,998
	Fundraising and Grants	187,529	503,500	454,900	491,200
	<b>Total Revenue</b>	<b>3,394,602</b>	<b>4,560,212</b>	<b>5,377,792</b>	<b>6,593,568</b>
<b>Expenses</b>					
	Compensation and Benefits	1,778,581	2,952,284	3,498,434	4,318,142
	Books and Supplies	249,752	288,783	319,938	378,122
	Services and Other Operating Expenditures	983,277	1,312,232	1,430,216	1,623,193
	Capital Outlay	-	-	-	-
	<b>Total Expenses</b>	<b>3,011,611</b>	<b>4,553,299</b>	<b>5,248,588</b>	<b>6,319,456</b>
<b>Operating Income (excluding Depreciation)</b>		<b>382,991</b>	<b>6,913</b>	<b>129,204</b>	<b>274,112</b>
<i>Operating Income (including Depreciation)</i>		382,991	6,913	129,204	274,112
<b>Fund Balance</b>					
	Beginning Balance (Unaudited)	34,187	417,369	424,282	553,486
	Operating Income (including Depreciation)	382,991	6,913	129,204	274,112
<b>Ending Fund Balance (including Depreciation)</b>		<b>417,369</b>	<b>424,282</b>	<b>553,486</b>	<b>827,597</b>
<b>Ending Fund Balance as a % of Expenses</b>		<b>14%</b>	<b>9%</b>	<b>11%</b>	<b>13%</b>

# Changes from previous draft



- Measure N revenue: \$200 per student for planning in 16-17 (\$850 per student for implementation in 17-18 and 18-19)
  - \$65K reduction in 16-17
- Expense reductions
  - Substitute pay (\$7K)
  - 0.5 FTE office support (\$22K)
  - Benefits (\$21K)
- Minor adjustments based on May actuals

# Coversheet

## Discuss any Potential Board Candidates

**Section:** V. Governance  
**Item:** A. Discuss any Potential Board Candidates  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Kate Doyle\_resume.pdf  
Julia Gitis\_resume(1).pdf

# KATE DOYLE

504.232.8638 | katemariedoyle@gmail.com

## WORK EXPERIENCE

Uber | San Francisco, California

*Corporate Communications, Jan 2015 – Present*

- **Executive Communications** -- Managing executive leaderships speaking engagements including speechwriting, media training, and advance and logistics
- **Global Communications Campaigns** -- Planning and directing the development of public relations campaigns including creative asset development, media buys, and press
- **Public Affairs** -- Establishing and maintaining effective working relationships with community groups, government officials, and media representatives

*Marketing Manager, Aug 2013 – Jan 2015*

- **Marketing Strategy** -- Developed integrated marketing campaigns, digital campaigns, and experimentation to drive acquisition
- **Partnerships** -- Negotiated partnerships with blue chip brands and led amplification strategy
- **Social Media** -- Built a social media team to lead brand marketing and support

NYC Department of Education | New York, New York

*STEM Magnet Resource Specialist, Jan 2013 – Aug 2013*

- **Program Management** -- Managed the implementation of a federal magnet grant for a low-income middle school to build STEM programming and resourcing
- **Science Teacher** -- Taught 7-8th grade science coursework for a self-contained classroom

FirstLine Schools | New Orleans, Louisiana

*Special Education Program Coordinator, Jun 2012 – Dec 2012*

- **Social Emotional Learning** -- Established the first social emotional resource room for the charter network to support dozens of students with identified social emotional needs or IEP social goals
- **Engagement and Recruitment** -- Coordinated with leadership to recruit new students and engage parents

NYC Department of Education District 75 | New York, New York

*Special Education High School Teacher, Aug 2010 – Jun 2012*

- **Special Education** -- Taught four subjects to 10-12th grade students in a self-contained setting (12:1:1 classroom) and managed two paraprofessionals
- **IEP Training** -- Led quarterly IEP writing workshops and training

University of Michigan Research Opportunity Program | Ann Arbor, Michigan

*Undergraduate Research Opportunity Program Advisor, Sept 2008 – May 2010*

- **Instructor and Program Advisor** -- Taught qualitative research methods and advised 60+ Humanities students enrolled in the research-based work study program

## EDUCATION

University of Michigan, Ann Arbor, Michigan  
*B.A. in Humanities, LSA Honors Program*

Long Island University, New York, New York  
*M.S.Ed. in Special Education*

## ADDITIONAL SKILLS

Public Relations and Media | Content Development and Speechwriting | Brand Reputation Management | Marketing Strategy | Volunteer Coordination | Positive Behavioral Interventions and Supports

**OVERVIEW**

---

Motivated, organized, and dynamic leader with experience in education, tech startups, and foreign policy.

**EXPERIENCE**

---

**EDMODO***Product Manager*

San Mateo, CA  
Aug 2015- present

- Product Manager for Edmodo Spotlight, a global platform for teachers to find and share education resources.

**THE HARKER SCHOOL***Director of Admission*

San Jose, CA  
2014-2015

- Managed Admission Office K-5 at largest independent school in CA and premier college prep school in the country.
- Represented the school; hosted large public events each month. Crafted messaging for thousands of prospective families.

**GENERAL CATALYST PARTNERS***Entrepreneur In Residence*

Cambridge, MA  
2013-2014

- CEO & Co-founder of from.us, a collaborative video creation and sharing platform. Launched startup with MIT classmates, responsible for product vision, UX, sales and marketing strategy, and managed design and engineering teams.
- Gained traction with 500 users and won several startup competitions. GC selects one MIT startup to incubate each year.

**PRESIDENTIAL MANAGEMENT FELLOW**

*Served in a selective U.S. Government rotational leadership development program, gaining experience in the “three Ds” of foreign policy- diplomacy, defense, and development.*

Washington, DC  
2010-2012

**International Trade Specialist at U.S. DEPARTMENT OF STATE**

Guangzhou, China

- Served in overseas diplomatic post. Promoted exports to South China, connecting US sellers with Chinese buyers.
- Conducted field research, wrote official cables on sensitive economic/trade issues for U.S. policymaker audience.
- Presented market analysis for US commodities such as wine and nuts. Held press events with Chinese media.

**Evaluation Specialist at U.S. DEPARTMENT OF DEFENSE, PENTAGON**

Washington, DC

- Launched inaugural Evaluation Strategy for the Joint Chiefs of Staff to measure military effectiveness in Af-Pak region.
- Collected, analyzed & communicated metrics on a high-visibility counter-insurgency training and deployment program.
- Awarded Joint Civilian Service Achievement Award (medal awarded by US Department of Defense).

**Program Analyst at U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)**

Washington, DC

- Managed US Government donor coordination in 38 countries, with oversight visits to Senegal, Ghana and Mozambique.
- Drafted talking points and briefed senior administration officials in preparation for quarterly Board meetings.

**MASSACHUSETTS DEPARTMENT OF EDUCATION***Policy Analyst*

Malden, MA  
2009-2010

- Coordinated, researched, and wrote the state’s “Race to the Top” grant, which won \$250M in federal ed reform funding.

**GREDOS EL ESCORIAL***International Education Coordinator and Teacher*

Madrid, Spain  
2008-2009

- Established 2 exchange programs with Bay Area high schools; Taught K-12 English as a Foreign Language.

**LEADERSHIP PUBLIC SCHOOLS***Administrator and Teacher*

Richmond, CA  
2007-2008

- Taught English and SAT Prep; Served as Enrollment & Outreach Coordinator for a public charter high school.

**EDUCATION**

---

**MIT SLOAN SCHOOL OF MANAGEMENT***MBA*

Cambridge, MA  
2012 – 2014

- Head Teaching Assistant, New Enterprises (MIT's foundational entrepreneurship class), Fall 2013 and Spring 2014.
- Board of Trustees at Fenway High School (served on Finance & Investment Committees).
- VP Entrepreneurship at Sloan Women in Management, Founder: FeMIT- Female Entrepreneurs at MIT.

**HARVARD GRADUATE SCHOOL OF EDUCATION***Ed.M. International Education Policy*

Cambridge, MA  
2009-2010

- Chair and panelist: “Technology in Education” at 2010 Comparative & International Education Society Conference.

**UNIVERSITY OF CALIFORNIA, BERKELEY***B.A. Interdisciplinary Studies (Science Policy)*

Berkeley, CA  
2003-2007

- Directed DECal, largest student-run education program in the country: 200 courses, 4000 students each semester.

**LANGUAGES**

---

- Fluent in English, Spanish and Russian; Beginner Mandarin Chinese.

**VOLUNTEER**

---

- Hack night coordinator for weekly hackathon hosted by Code for San Francisco, bridging tech and local city services.



# Coversheet

## Consent Agenda

**Section:** VI. Other Business

**Item:** A. Consent Agenda

**Purpose:** Vote

**Submitted by:**

**Related Material:**

EBIA - 2015-16 Check Register - am-1.pdf

Parental Involvement Policy-06.13.2016.docx

Devin Krugman HOS 2016\_17 Final.pdf

EBIA\_CARS 2016-17\_app for Title funding\_protected prayer\_assurances.pdf

East Bay Innovation Academy-Homeless Education Policy-06.13.2016.pdf

Proposed Annual Incentive Award 2016 - DK.pdf

General Assurances 2015-16 - Funding Tools & Materials (CA Dept of Education).pdf

LEA Plan EBIA final edited 2\_11\_15.doc

## Check Register



## East Bay Innovation Academy (EBIA)

April

2016

Grand Total 68,025.99

Vendor	Check Number	Date	Description	Check Amount
Hub Oakland LLC	M1154	4/1/2016	M1154; 8th Grade Graduation	1,045.00
Wells Fargo	4011	4/7/2016	Acct: 9591 - closing date: 03/23/16	1,876.40
Alameda County Office of Education	4012	4/8/2016	STRS Processing Fee: 3rd Qtr (Jan - Mar) FY 2015-16	354.00
Alhambra	4013	4/8/2016	Acct#631790914021372; Water Svc: 03/02 & 03/16/16	222.13
Renee Cooper	4014	4/8/2016	Reimb: Parking & Mileage - CSDC Sacramento 03/21 & 03/22	101.80
FrontStream	4015	4/8/2016	Cust# BFG25508; Bidding For Good Online Auction Proceeds 2016	2,637.29
Ira Jinkins Recreation Center	4016	4/8/2016	Fitness Instruction: March 2016	3,770.00
Acer	4017	4/13/2016	Cust# 218565; PO# EBIA005; UNX.SHEAA.004 Repair	119.99
American Logistics Company, LLC	4018	4/13/2016	Client# 1551; Svc: Transportation: March 2016	2,470.00
AT&T	4019	4/13/2016	Acct# 072 085 5436 436; Internet Server + Late Charges	494.33
Lauren Combs	4020	4/13/2016	Reimb: Wire & Hot Glue	49.13
Comcast	4021	4/13/2016	Acct: 8155 40 039 4380214; High-Speed Internet Svc	106.27
Kaiser Foundation Health Plan	4022	4/13/2016	CustID: 000709549-0000; Billing# 681343504; Insurance Premium: May 2016	12,305.88
Lesleigh Franklin, PhD	4023	4/13/2016	Pyshological/Assessments With Academic Testing: Mar '16 & Individual Therapy	4,937.50
Marlin Business Bank	4024	4/13/2016	Acct# 1480401; Contract# 401-1480401-001; Contract Payment for Cres Cor Cook n Hold Oven & Insurance Fee	240.89
Nicole Neumiller	4025	4/13/2016	Reimb: Site Visit for June Intersession & Mileage	123.78
Office Depot	4026	4/13/2016	Acct# 16610744; Office Supplies	992.58
Revolution Foods, Inc.	4027	4/13/2016	Cust# C001339; Breakfast & Lunch: Mar 2016	4,217.60
Sergio's Janitorial & Yard Services	4028	4/13/2016	School Cleaning: 02/29 - 03/25/16	4,800.00
Mick Terrizzi	4029	4/13/2016	Reimb: 60 Bags of Flour, Tinsel Decorations, Glow Bracelets, Bubble Machine & Juice	251.40
Charter Schools Development Center (Non Profit)	M1156	4/13/2016	M1156; CSDC Membership	1,026.00
Wild Threadz	M1157	4/20/2016	M1157; Springfest EBIA Swag	710.66
BambooHR	DB042116	4/21/2016	DB042116; Monthly Plan	135.00
Acer	4030	4/22/2016	PO# 45569; NX.SHEAA.004 Repair	479.96
Teach Speech	4031	4/22/2016	Teach Speech Hours: March 2016	3,980.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Date	Description	Check Amount
Christy White Associates	4032	4/22/2016	2014-15 Tax Service	1,100.00
CoPower	4033	4/22/2016	ID#902360; Premium: May 2016 + Adjustment	1,457.06
Nicole Fee	4034	4/22/2016	Reimb: Auction Expenses	712.04
Tommy Hoang	4035	4/22/2016	Reimb: Classroom Supplies (3/22 - 4/05/16)	94.64
Law Offices of Young, Minney & Corr, LLP	4036	4/22/2016	Professional Svcs' through 03/31/16	8,355.63
Swing Education	4037	4/22/2016	Substitute Svc	1,000.00
The Phillips Academy	4038	4/22/2016	Tuition Expenses: March 2016 for J.Wells	3,211.00
Waste Management of Alameda County	4039	4/22/2016	Acct: 699-0005356-2216-1; Waste Svc: March '16 - Due: Upon Receipt	142.19
Waste Management of Alameda County	4040	4/22/2016	Acct: 699-0006275-2216-2; Waste Svc: March '16 - Due: Upon Receipt	655.24
Nicole Fee	4041	4/22/2016	Reimb: Paid 2 teenagers to setup, cleanup & man catering table during Auction Event	150.00
Tommy Hoang	4042	4/22/2016	Reimb: Film Screening/Purchase Blu-Ray & Math/Science project supplies	380.81
PG&E	DB042516	4/25/2016	DB042516; PG&E Stmt Date: 04/11/16	3,022.79
Bloomerang	DB042516A	4/25/2016	DB042516A; Bloomerang	297.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.  
Payroll checks are not included on this register.

## Parental Involvement Policy

Parent involvement is vital to our school's success and to the success and achievement of each student. A Parent Advisory Council, comprised of a leadership team and committee chairs, will meet monthly with EBIA's leadership team to determine how the parents/guardians can best serve the school's needs. The roles of the parents include (but are not limited Parent to) the following:

- Participate in the learning community by volunteering thirty hours per year.
- At all times, determine whether this is the right program for their student.
- To give feedback to the school about their student's to help improve programs.
- Respond to school surveys.
- Be responsible for their student's transportation to and from school.
- Provide materials, time and a place for student to do homework.
- Participate in at least one conference per year with their student's advisor, and more as necessary.
- Support and encourage on-time attendance.

**EMPLOYMENT OFFER AND AGREEMENT FOR:**

**DEVIN KRUGMAN  
HEAD of SCHOOL  
EAST BAY INNOVATION ACADEMY**

Unknown

Field Code Changed

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Board of Directors ("Board") of the East Bay Innovation (EBIA) Charter School, a California public charter school approved by Oakland Unified School District. The EBIA Charter School Board desires to hire an Executive Director (a.k.a 'Head of School') who will lead the operations and compliance of the school in meeting its goals and the requirements of EBIA Charter School's charter. The parties recognize that EBIA Charter School is not governed by the provisions of the California Education Code except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for implementing the purposes, policies, and procedures of EBIA Charter School.

WHEREAS, EBIA Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

**A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT**

1. EBIA Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. EBIA Charter School has been duly approved by the Oakland Unified School District. A copy of the EBIA Charter School's charter is attached hereto and fully incorporated by reference herein.
2. Pursuant to Education Code section 47604, EBIA Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, EBIA Charter School is considered a separate legal entity from the Oakland Unified School District (OUSD), which granted the charter. OUSD shall not be liable for any debts and obligations of EBIA Charter School, and the employee signing below expressly recognizes that he/she is being employed by EBIA Charter School and not OUSD.
3. Pursuant to Education Code section 47610, EBIA Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. EBIA Charter School shall be deemed the exclusive public school employer of the employees at EBIA Charter School for purposes of Government Code section 3540.1.

**B. EMPLOYMENT TERMS AND CONDITIONS****1. Duties**

Serve as the source of strategy, design and innovation for EBIA's programs. Lead, manage and

oversee all functions of EBIA, including establishing a sustaining education program to ensure academic performance of students, develop strategies and relationships needed to develop and replicate EBIA's educational model, recruit and hire key staff members, develop strategic partnerships with education and business organizations to move the mission of the school forward, evangelize and fundraise for EBIA in support of building upon and expanding EBIA's programs, work in partnership with EBIA's board to establish financial budgets and forecasts to ensure fiscal solvency of the organization. Manage and direct the school site and provide a strategic vision and plan for future facility needs.

- Understand, promote and support the mission, vision and guiding principles of EBIA Charter School.
- Ensure that all school staff understand, promote and support the mission, vision and guiding principles of EBIA Charter School.
- Develop and administer the budget as approved by the Board of Directors in accordance with generally accepted accounting principles.
- Serve as primary liaison to the Board and to the larger community
- Oversee all operational aspects of the school; establish and maintain efficient and effective systems and procedures. Ensure all District, County and State accountability requirements are met.
- Ensure a positive and inclusive school climate is created, embracing EBIA's innovator norms.
- Manage all outreach, marketing, and admissions to ensure that enrollment targets are met.
- Oversee the alignment of the Design Thinking, Project Based Learning, and Blended Learning models to ensure teachers understand and experience the EBIA approach as a cohesive approach; oversee the development of the EBIA Essentials of Effective Instruction to define excellent instruction and progression towards excellent instruction.
- Manage the setting of clear, measurable, motivating goals at the beginning of the year for every grade/subject and every class; ensure the team is bought into the goals and feels motivated by and accountable to them; keep goals front and center and regularly assess student progress toward them.
- Plan and develop the instructional program in partnership with the Principal and staff.
- Help facilitate regular data inquiry cycles with teaching teams to ensure all students are making adequate progress towards mastery of standards.
- Ensure that systematic interventions occur whenever students are struggling; monitor quality and effectiveness of interventions to ensure they are rigorous, disciplined, and high-impact.
- Oversee the management of the assessment system to ensure that teachers are using data to drive instruction and differentiate instruction; support teachers in developing strategic individualized learning plans.
- Facilitate the identification of clear learning goals for teachers and the creation and execution of development plans using a range of coaching strategies to improve teacher effectiveness.
- Ensure that teachers receive hands-on coaching and help them master the EBIA Essentials of Effective Instruction.
- Oversee the planning for both full units and individual lessons with teachers, and ensure they are guided through the entire Teaching for Understanding planning process

- Accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable
- Ensure effective and frequent communications systems across multiple stakeholder groups.
- Seek input from staff, parents, students and Board of Directors on the school's functioning through formal and informal structures in order to make positive changes over time while maintaining program continuity and comprehensiveness.
- Hire and supervise all staff. Ensure a comprehensive and thoughtful supervision process is established and continually work to help all staff reach goals and improve their performance; evaluate all staff using strategic evaluation tools and processes.
- Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Act as a liaison, when necessary and appropriate, between parents and staff.
- Demonstrate excitement about learning and excitement about engaging children in learning. Attempt to know every student attending the school and uphold high expectations for students.
- Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure.
- Assist in fundraising efforts to ensure that the organization's fundraising goals are met.
- Other duties as assigned by the Board of Directors.

2. **Work Schedule**

The Head of School is expected to be on the school site every day school is in session unless off-site school business requires being away from the school site.

This position ~~continues July 1, 2016~~ and is a year-round position.

Work days for the Employee shall be consistent with the applicable calendar of work days for this position for an indefinite term until terminated in accordance with the provisions of this Agreement. (The annual school calendar will be established by the Employee and approved by the EBIA Board.) Employment is at-will as specified in Section [C] below.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with EBIA Charter School.

3. **Compensation**

The annual base salary for this full-time, exempt position is ~~\$133,900~~.

The Head of School will participate in the EBIA Annual Incentive Plan (AIP).

Year 1: Head of School AIP bonus range is 6%-9% of base salary, based on attainment of

... 6/7/2016 9:01 PM  
**Deleted:** begins

... 6/7/2016 9:01 PM  
**Deleted:** October

... 6/7/2016 9:01 PM  
**Deleted:** 4

... 6/7/2016 9:02 PM  
**Deleted:** 20

... 6/7/2016 9:02 PM  
**Deleted:** 0

... 6/7/2016 9:02 PM  
**Deleted:** beginning 10/1/2014. Starting 10/1/2015, the salary increases to \$130,000.

established performance metrics, which will be annually drafted by the employee and annually approved by the EBIA Board.

Year 2: Head of School AIP bonus range is 8%-12% of base salary, based on attainment of established performance metrics, which will be annually drafted by the employee and annually approved by the EBIA Board.

Year 3 and all subsequent years: Head of School AIP bonus range is 12%-16% of base salary, based on attainment of established performance metrics, which will be annually drafted by the employee and annually approved by the EBIA Board.

Performance against the requirements of this agreement will be reviewed annually with a committee designated by the Board of Directors.

4. **Vacation**

In addition to **twelve national/California holidays** (currently New Year's Day, Martin Luther King Day, President's Day, Cesar Chavez Day, Memorial Day, July 4, Labor Day, Columbus or Veteran's Day, Thanksgiving and the day after, Christmas Eve and Day), the Head of School accrues **20 days of Paid Time Off** per year (accrued monthly). The Head of School is expected to take 10 days of paid time off during the school year during periods when school is not in session (holiday breaks) and the remainder during the summer break, except in extenuating circumstances. The Director may only carry-over ten days of paid time off per year and may not exceed twenty total carry-over days in any year. For purposes of vacation carry-over, the year begins the first day of school.

5. **Employee Benefits**

The employee will be entitled to participate in designated employee benefit programs and plans established by EBIA Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by EBIA Charter School. It will be the responsibility of the employee to establish EBIA's employee benefit program, which will start for all employees on July 1, 2014. Benefits will include Kaiser Permanente medical coverage, Delta dental, and VSP vision and eye care benefits. Other benefits include participating in an elective 403B plan, in addition to the customary social security contributions.

6. **Employee Rights**

Employment rights and benefits for employment at EBIA Charter School shall only be as specified in this Employment Agreement, EBIA Charter School's charter, the Charter Schools Act and EBIA Charter School's personnel policies, which from time to time may be amended and modified by EBIA Charter School. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with



the OUSD or EBIA Charter School.

7. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials and a clear DOJ report.

8. **Child Abuse Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a childcare custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Assignment of Inventions Agreements**

Employee shall at all times be subject to and bound by the Agreement to Assign Inventions, attached hereto as Attachments A, which is incorporated herein by reference.

**C. EMPLOYMENT AT-WILL**

EBIA Charter School may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at EBIA Charter School's sole and unreviewable discretion. Either party may immediately terminate this Agreement and EBIA Charter School's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of EBIA Charter School. No one other than the Board of EBIA Charter School has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of EBIA Charter School and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, EBIA Charter School may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with EBIA Charter School's policy on Evaluation/Reviews.

**D. GENERAL PROVISIONS**

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

**E. ACCEPTANCE OF EMPLOYMENT**

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with EBIA Charter School on the terms specified herein.
2. All information I have provided to EBIA Charter School related to my employment is true and accurate.
3. A copy of the charter is attached hereto.
4. This is the entire agreement between EBIA Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

EBIA Charter School Approval:

Dated: 9/25/15

\_\_\_\_\_  
Authorized EBIA Charter School Representative

*This Employment Agreement is subject to the formal ratification and approval by the Governing Board of EBIA Charter School at the next scheduled board meeting.*

**Attachment A****AGREEMENT TO ASSIGN INVENTIONS**

While providing services to EBIA Charter School (together with its affiliates and subsidiaries, the "School"), your services may include, in part, the development of new products. To protect the School's ownership of these products and services, the School requires that you read and sign this Agreement. If you have any questions about this Agreement, or do not understand any part of it, please discuss your questions or concerns with your counsel before signing this Agreement.

**1. Assignment of Inventions.** I understand and agree that all Inventions (as defined below) that I develop, in whole or in part, will be the sole and exclusive property of the School, and I hereby assign all of my right, title and interest in and to any and all inventions, original works of authorship, curriculum, discoveries, developments, concepts, improvements or trade secrets, whether or not patentable or registrable under copyright or similar laws, which I may solely or jointly conceive or develop or reduce to practice during the period of my contract with the School ("Inventions") to the School, and I further agree to take all steps necessary to assist the School with applications, registrations, and other proper documentation to secure the assignment and protection of those rights.

I further understand and agree that this Agreement does not apply to any invention that I develop entirely on my own time without using the School's equipment, supplies, facilities, or trade secret information, except for those inventions that either:

(a) Relate at the time of conception or reduction to practice of the invention to the School's business, or actual or demonstrably anticipated research or development of the School; or

(b) Result from any work performed by me for the School.

**2. Disclosure of Inventions.** I agree to make prompt and full disclosure to the School of all Inventions made by me during the term of my employment, whether made solely or jointly with others. All information disclosed by me to the School that is outside the scope of this Agreement shall be received and held by the School in confidence. Such disclosure by me shall be made so that the School can determine whether or not rights to such Invention are the School's property.

**3. Maintenance of Records.** I agree to keep and maintain adequate and current written records of all Inventions and other business information made by me in the form of notes, sketches, drawings and other notations, which may be specified by the School. These records are the sole and exclusive property of the School.

**4. Inventions or Information Retained as Employee Property.** Attached as **Exhibit A** to this Agreement, and incorporated herein by this reference, is a list of all Inventions that belonged to me prior to my contract with the School (collectively referred to as "Prior Inventions") and that relate to the business of the School or its actual or demonstrably anticipated research or development, the ownership of which is not assigned to the School hereunder. If no such list is attached, I represent that there are no such Prior Inventions. I represent that there are no other Inventions retained by me, except as disclosed.

5. **Incorporation of Employee's Inventions or Information.** If, during the course of my employment with the School, I incorporate into the School's products or information, processes, technology, or devices a prior invention or idea owned by me or in which I have an interest, then I hereby grant to the School a non-exclusive, royalty-free, irrevocable, perpetual, worldwide license to make, have made, modify, use and sell such prior invention or information as part of, or in connection with, the School's products, processes, technology, devices, or information. If the School sells such prior invention or information as part of, or in connection with, the School's products, processes, technology, devices, or information, the School will negotiate in good faith with the employee to determine a fair license fee for use of such prior invention.

6. **Intellectual Property Rights in Works of Authorship.** I acknowledge and agree that any intellectual property rights which qualify as works of authorship belong to the School and are "works made for hire" within the definition of Section 101 of the United States Copyright Act, Title 17, United States Code.

AGREED TO AND ACCEPTED BY:

Dated: \_\_\_\_\_

**Exhibit A Inventions or Information Retained as Employee Property**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Please add additional information/lines as needed

**2016-17 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

**CDE Program Contact:**

Joy Paull, [jpaul@cdede.ca.gov](mailto:jpaul@cdede.ca.gov), 916-319-0297

**LEA Plan**

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal 2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	3/12/2015
LEA Plan Web page (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> )	

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative Signature Date	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269

### Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Devin Krugman
Authorized Representative Title	Head of School
Authorized Representative Signature Date	06/01/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2016-17 Application for Funding

**CDE Program Contact:**

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/15/2016
---	------------

### District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	not applicable

### Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I Part A (Basic Grant)</b> ESEA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II Part A (Educator Quality)</b> ESEA Sec. 2101 SACS 4035	Yes
<b>Title III Part A Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title III Part A LEP (English Learner)</b> ESEA Sec. 3102 SACS 4203	No

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.





## **East Bay Innovation Academy Homeless Education Policy**

East Bay Innovation Academy has designated Lansine Toure as the liaison for homeless children and youths. He may be reached at [ltoure@eastbayia.org](mailto:ltoure@eastbayia.org) or (510) 577-9557.

East Bay Innovation Academy agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

East Bay Innovation Academy will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from East Bay Innovation Academy, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at ([www.eastbayia.org](http://www.eastbayia.org))

### **Definitions**

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.



A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by East Bay Innovation Academy as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

### **Identification**

Children and youth who qualify as homeless in East Bay Innovation Academy will be identified. Data will be collected on the number of children and youth experiencing homelessness in East Bay Innovation Academy; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

### **School Selection**

Each child and youth enrolled at East Bay Innovation Academy identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the East Bay Innovation Academy and services under federal and other programs, will not be considered in determining feasibility.

### **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records ((East Bay Innovation Academy must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship



- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

### **Transportation**

If transportation is offered at East Bay Innovation Academy, parents and unaccompanied youth will be informed of their right to transportation before they are enrolled. At a parent's or unaccompanied youth's request, said transportation if offered will be provided for the entire time the child or youth attends East Bay Innovation Academy, including during pending disputes.

### **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in East Bay Innovation Academy, including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, East Bay Innovation Academy must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

### **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to East Bay Innovation Academy pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

East Bay Innovation Academy will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at East Bay Innovation Academy and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible.



The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the East Bay Innovation Academy's decision as provided in East Bay Innovation Academy's formal dispute resolution process.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of East Bay Innovation Academy.

### **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and East Bay Innovation Academy in implementing this policy.



6114 La Salle Ave, Suite 570 • Oakland, CA 94610 • Phone: 510-982-3242  
E-Mail: [info@eastbayia.org](mailto:info@eastbayia.org) Web: [www.eastbayia.org](http://www.eastbayia.org)

Date: June 8, 2016

Devin Krugman  
EBIA – Head of School

Dear Devin:

EBIA's Annual Incentive Compensation plan is funded based on successful achievement of individual PEP goals and schoolwide performance metrics, as committed to in the EBIA Charter petition and LCAP Plans.

For 2015/2016, the bonus pool was funded at 100%.

In consideration of your contribution to EBIA during our second year, your AIP award will be \$15,600. This amount will be disbursed, less applicable taxes and deductions, with the 6/30/16 payroll.

Thank you for your hard work and dedication this year!

Sincerely,

Laurie Jacobson Jones  
Board Chair, East Bay Innovation Academy



Home / Finance & Grants / Funding / Funding Tools & Materials

## General Assurances 2015-16

California Department of Education General Assurances and Certifications for fiscal year 2015-16.

---

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations (5 CCR)*
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the *California Education Code (EC)*, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 *Code of Federal Regulations (34 CFR)* 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (*EC* §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 *CCR*, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other

sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 *CFR* 76.722, 76.730, 76.731, 76.734, 76.760; 34 *CFR* 80.42)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 *CCR*, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 *CFR* Part 82.
13. The LEA has complied with the certification requirements under 34 *CFR* Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 *CFR* Part 85)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Smarter Balanced Assessment Consortium program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); *EC* §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (*EC* §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (*EC* §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 *CCR* §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; 5 *CCR*, §3934)

23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(I), 52035(e)(I), 54101; 5 CCR, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

**Questions: Education Data Office | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297**

Last Reviewed: Friday, January 15, 2016

---



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

(CDE

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 31<sup>st</sup> 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  
Superintendent

Date

Signature of

Laurie Jacobson Jones

12/10/14

Printed or typed name of Board President President	Date	Signature of Board
---	------	--------------------

## TABLE OF CONTENTS

### TOPIC PAGE

#### **Part I - Background and Overview**

*Background*.....  
.....5-6

*Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process*.....  
...6

*Development Process for the LEA Plan*..... 7-10

*LEA Plan Planning Checklist*.....11

*Federal and State Programs Checklist*.....12

*District Budget for Federal and State Programs*.....13-14

#### **Part II - The Plan**

*Needs Assessments*.....  
.....16

- Academic Achievement*
- Professional Development and Hiring*
- School Safety*

*Descriptions - District Planning*.....17

*District Profile*.....24

*Local Measures of Student Performance*.....27

*Performance Goal 1*.....30-48

*Performance Goal 2*.....49 - 60

*Performance Goal 3*.....61 - 71

*Performance Goal 4*.....72 - 86

*Performance Goal 5*.....87-90

*Additional Mandatory Title I Descriptions*.....91-99

**TABLE OF CONTENTS**  
(continued)

**Part III - Assurances and Attachments**

*Assurances*.....100 - 109

*Signature Page*.....110

*Appendix*

*Appendix A: California’s NCLB Performance Goals and Performance Indicator*.111-112

*Appendix B: Links to Data Web sites*.....113

*Appendix C: Science-Based Programs*.....114-116

*Appendix D: Research-based Activities*.....117 - 118

*Appendix E: Promising or Favorable  
Programs.....118*

## **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/improvttools.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 10<sup>th</sup> 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)

□	<b>LEA Plan - Comprehensive Planning Process Steps</b>
	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 <sup>st</sup> 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 <sup>st</sup> Century Community Learning Centers				

Other (describe)				
<b>TOTAL</b>				

## DISTRICT BUDGET FOR STATE PROGRAMS

**Please complete the following table with information for your district.**

<b>Categories</b>	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)				
<b>TOTAL</b>				

## **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:

- o Statewide standards, assessment, and accountability
- o Local assessments and accountability
- o Coordination and integration of federal and state educational programs
- o 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:

- o teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- o 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](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 21<sup>st</sup> 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 21<sup>st</sup> century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21<sup>st</sup> 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**

<b>Grade</b>	<b>Low</b>	<b>Low Average</b>	<b>Average</b>	<b>High Average</b>	<b>High</b>
6 <sup>th</sup>	13%	11%	20%	23%	33%
7 <sup>th</sup>	9%	9%	20%	32%	30%

**Math**

<b>Grade</b>	<b>Low</b>	<b>Low Average</b>	<b>Average</b>	<b>High Average</b>	<b>High</b>
6 <sup>th</sup>	19%	16%	22%	27%	16%
7 <sup>th</sup>	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 6<sup>th</sup>, 35% in 7<sup>th</sup>), and in reading (24% in 6<sup>th</sup> and 18% in 7<sup>th</sup>). 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 6<sup>th</sup> and 7<sup>th</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 6<sup>th</sup>, 35% in 7<sup>th</sup>), and in reading (24% in 6<sup>th</sup> and 18% in 7<sup>th</sup>). 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 6<sup>th</sup> and 7<sup>th</sup> grades last year.
- We anticipate high interest in the school and a wait list for next year's (2015-2016) 6<sup>th</sup> 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><b>SCHOOL GOAL # 1</b></p> <p><b>All students will become proficient readers and writers of the English Language.</b></p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> <li>• All students school-wide (6th and 7th grades)</li> <li>• Current numerically significant subgroups:</li> <li>• Hispanic or Latino</li> <li>• Black or African American</li> <li>• Socioeconomically Disadvantaged</li> <li>• Special Education</li> </ul>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> <li>• 70% of students will show growth on their internal benchmark assessments for English.</li> <li>• 75% or more of all students will be proficient or above on the ELA CC assessment.</li> <li>• 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.</li> <li>• 97% or more of all students will earn a passing grade of C or above in their English course.</li> </ul>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• EBIA’s teachers, administrators, and parents will monitor progress through the analysis of ELA benchmark assessments, and NWEA assessments</li> </ul>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• Benchmark scores four times per year</li> <li>• 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)</li> <li>• Capstone projects twice per year.</li> </ul>



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	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</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 <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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 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>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 <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>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</p>	<p>Year round</p> <p>Teachers</p> <p>Tutors</p>	<p>Chrome books, including support and IT</p> <p>Workshop fees</p>	<p>\$13,500</p> <p>\$400</p>	<p>General Fund</p> <p>Title II, part D</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>(laptop) ratio. Each student has his or her own laptop. Technology will be used multiple times daily for ELA instruction, including during ELA class and Independent Learning Time.</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>Tech support staff</p> <p>Administrators</p>	<p>Materials (software, licensing fees)</p> <p>Consultant Fees</p>	<p>\$2,100</p> <p>\$1,500</p>	<p>General Fund</p> <p>General Fund</p>
<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</p>	<p>Year round</p> <p>Teachers</p> <p>Tutors</p> <p>Administrators</p>	<p>Workshop fees</p> <p>Consultant Fees</p> <p>Materials (software, texts, etc.)</p> <p>Teacher salaries</p>	<p>\$400</p> <p>\$1,000</p> <p>Included Above</p> <p>\$1,448</p>	<p>General Fund</p> <p>Title II, part A</p> <p>General Fund</p>



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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>J. All teachers will have a Personalized Educator Plan, in order to provided targeted and individualized professional development and</p>				

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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. Safety of students is ensured by conducting trainings for parent volunteers and complying with Megan’s law and other background checks.</p> <p>D. Parents participate in Parent, Teacher Organization (PTO) where they are kept abreast of</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 <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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>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 Cafélito: a monthly forum for parents and</p>				

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
school leadership to discuss major school issues.				
<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 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</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 <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
and parents to help them attain their goals.				
<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. Specific time will be spent analyzing the results of EL, low income, and Special Education students and creating plans for re-teaching during small group instruction and intersession.</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>F. Progress of LEP, special education, and other</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>\$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>General Fund</p> <p>General Fund</p> <p>Title 1, part A</p> <p>IDEA</p>

**Comment [E3]:** Removed Title III funds

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
struggling subgroups of students will be monitored via regularly analyzing national, state and local (interim) assessment data to inform instructional strategies. This will be accomplished as part of faculty intersession as well as weekly during daily staff meetings. Low performing special education and LEP students will be given additional pull out support.				
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Students are identified for remediation via results on end of year SBACs, the MAP test (twice yearly), internal assessments, and student work. Additionally, any student who has less than a 70% mastery rate in one or more courses will be recommended.</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>D. Specific instruction during intersession for ELD students (online and 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>				

Comment [E4]: Added this



**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"> <li>• All students school-wide (6th and 7th grades)</li> <li>• Current numerically significant subgroups:                             <ul style="list-style-type: none"> <li>• Hispanic or Latino</li> <li>• Black or African American</li> <li>• Socioeconomically Disadvantaged</li> <li>• Special Education</li> </ul> </li> </ul>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> <li>• 70% of students will show growth on their internal benchmark assessments for math.</li> <li>• 75% of students will be proficient or above on the math CC assessment.</li> <li>• 97% or more of students will earn a passing grade of C or above in their math course</li> </ul>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• EBIA’s teachers, administrators, Instructional Leadership Team, and parents will monitor progress</li> </ul>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• Benchmark scores four times per year</li> <li>• 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)</li> </ul>



<p>through the analysis of Math benchmark assessments, and NWEA assessments.</p>	<ul style="list-style-type: none"> <li>• Capstone projects twice yearly.</li> </ul>
--	---

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:	Year round	Workshop and conference fees	\$400	General Fund
A. Scope and sequence for each course aligned to CCSS, including a skills scope and sequence for each grade level.	Teachers	Materials (software, texts, etc.).	\$1,200	General Fund Title II, Part D
B. Adaptive and differentiated learning daily via blended learning during Independent Learning Time and for homework.	Administrators		<del>\$1,500</del>	
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.	Tutors	Chrome books, including tech support for computers	Included above	
D. Site administrators will receive training on standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards.		Paid professional development (release) days	Included above	
E. Quarterly professional development to support core mathematics curriculum, differentiated instruction, integrating comprehension and test taking strategies and technology.				
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				

**Comment [E5]:** Took out \$1500 for math here. Does not make sense for ELD students.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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 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, used daily.</p> <p>N. Staff will research and use standards based instructional methods and curriculum specifically for EL students (i.e. GLAD).</p>				

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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 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>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 <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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). LEP students will be provided with specific EL instruction during intersession (via both online learning and in small groups).</p> <p>B. Students who need intervention will also attend an extended school day for Office Hours with teachers.</p> <p>C. 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. Students access technology for math multiple times daily, including in math class and during Independent Learning Time.</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,</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>

**Comment [E6]:** This was here. Not sure what else to add.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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>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</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 <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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>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>				

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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. Safety of students is ensured by conducting trainings for parent volunteers and complying with Megan’s law and other background checks.</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</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 <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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>				



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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 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>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, software, texts)</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 <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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 intercession as well as weekly during daily staff meetings. Specific time will be spent analyzing the results of EL, low income, and Special Education students and <del>creating</del> plans for re-teaching during small group instruction and intercession.</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>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>

**Comment [E7]:** Added this

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>A. Targeting services and programs to lowest-performing student groups:</p> <p>Students are identified for remediation via results on end of year SBACs, the MAP test (twice yearly), internal assessments, and student work. Additionally, any student who has less than a 70% mastery rate in one or more courses will be recommended.</p> <p>For the lowest performing students in the area of math, students will receive:</p> <p>B. Support for individualized learning through personal interaction with staff and volunteers (tutoring, office hours, Independent Learning Time, pull out, intersession).</p> <p>C. Individual academic counseling by advisors and teachers.</p> <p>D. Differentiated Instruction in small groups.</p> <p>E. Specific instruction during <b>intersession</b> for ELD students (online and in small groups). Additional materials to be purchased.</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</p> <p>\$2,000</p>	<p>Title III</p> <p>IDEA</p>

**Comment [E8]:** Added this

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Any additional services tied to student academic needs:</p> <p>N/A</p>				

**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"> <li>• All students school-wide (6th and 7th grades)</li> <li>• Current numerically significant subgroups:</li> <li>• Hispanic or Latino</li> <li>• Socioeconomically Disadvantaged</li> <li>• Special Education</li> <li>• Limited English Proficient</li> </ul>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> <li>• 75% of ELs are re-designated yearly.</li> <li>• 90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>• 75% of ELs are reclassified as measured by the CELDT.</li> <li>• 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.</li> </ul>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• EBIA’s teachers, administrators, and parents will</li> </ul>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• Benchmark scores four times per year</li> <li>• CELDT scores</li> <li>• NWEA assessment data twice a year (or once per year if SBAC interim assessments are released in time, we will</li> </ul>

<p>monitor progress through the analysis of ELA benchmark assessments, CELDT, and NWEA assessments.</p>	<p>conduct SBAC interim assessments once per year)</p> <ul style="list-style-type: none"><li>• Capstone projects twice yearly.</li></ul>
---	--

	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
--	---

	Description of how the LEA is meeting or plans to meet this requirement.
<p data-bbox="134 1289 170 1591" style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p data-bbox="275 272 989 1268">                     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:                     <ul style="list-style-type: none"> <li>• meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>• 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));</li> </ul>                     Describe how the LEA will promote parental and community participation in LEP programs.                 </p>	<p data-bbox="1016 272 1965 561">                     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 data-bbox="1016 574 1927 938">                     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 data-bbox="1016 951 1965 1315">                     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 data-bbox="1016 1328 1940 1585">                     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 Intervention.                 </p>

	Description of how the LEA is meeting or plans to meet this requirement.
	<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) .</p> <p>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 Dutro’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</p>

	Description of how the LEA is meeting or plans to meet this requirement.
--	--

<p>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"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>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;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>EBIA teachers will use Susana Duro 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>
----------------------------	---	--

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>
		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>

	<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><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
---	---

<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>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;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>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;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>	<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. If a child has a disability, then the IEP will also be discussed in this meeting in relation to the PLP (as well as in the yearly IEP meeting).</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>
--------------------------	---	--

<p>Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>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;</li> <li>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.</li> </ul>	<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><b>Note:</b> 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><b>LEA Parent Notification Failure to Make Progress</b> 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.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<b>No</b>	<b>If yes, describe:</b>
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<b>Yes</b>	<b>If yes, describe:</b> See above and below for professional development for teachers
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<b>Yes</b>	<b>If yes, describe:</b> 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.

<b>Allowable Activities</b>	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes</b>	<b>If yes, describe:</b> 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:	<b>No</b>	<b>If yes, describe:</b>
	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:	<b>No</b>	<b>If yes, describe:</b>

<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><b>No</b></p>	<p><b>If yes, describe:</b></p>
-----------------------------	--	------------------	---------------------------------

**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]**

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

	<p>classroom management</p> <ul style="list-style-type: none"><li>• Cultural competency training, specifically for LBGT youth in addition to all of the other subgroups</li></ul> <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)

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

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</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 /release 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>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 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</p>	As Above	As Above		



Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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>				
<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> <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.</p>	As Above	As Above		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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 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>	As Above	As Above		
<p>5. The professional development activities that will be made</p>	As Above	As Above		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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 performing charter networks such as KIPP, Summit and High Tech High.</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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</p>	As Above	As Above		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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 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>K. Specific professional <b>development</b> for ELD during intersession and summer planning based on needs of students found in assessment analysis, classroom observation, and student work.</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>Teachers</p> <p>Administrators</p> <p>Tutors</p>	<p>Chrome books</p> <p>Consultant Fees</p>	<p>Included above</p> <p>\$2,000</p> <p>\$400</p>	<p>Title III</p> <p>Title II, part D</p>

**Comment [E9]:** Added

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>Workshop fees</p> <p>Materials (software, texts, etc.).</p>	Included above	
<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), 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>	<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>Chrome books</p>	<p>\$400</p> <p>\$1,448</p> <p>Included above</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>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"> <li>• Teachers’ and site administrators’ knowledge and skills</li> <li>• Organizational support for improved teaching and learning</li> <li>• Student achievement.</li> <li>• Survey results are planned for Spring of 2015.</li> </ul> <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 (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>Year Round</p> <p>Teachers</p> <p>Tutors</p> <p>Administrators</p> <p>Special Education</p>	<p>Consulting Fees</p> <p>Professional Development (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>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</p>				



Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>during 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 21<sup>st</sup> century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world. EBIA is a diverse community.**

Student groups and grade levels to participate in this goal:

- All students school-wide (6th and 7th grades)
- Current numerically significant subgroups:
- Hispanic or Latino
- Black or African American
- Socioeconomically Disadvantaged
- Special Education

Anticipated annual performance growth for each group:

- 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.

Means of evaluating progress toward this goal:

- 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.

Data to be collected to measure academic gains:

- 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"> <li>• 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.</li> <li>• Personalized Learning Plans for all students, which include social-emotional learning goals.</li> <li>• Rubric and scope and sequence for social-emotional learning tied to state (IL and KS) and national (CASEL) standards for social and emotional learning.</li> <li>• Professional development for staff on social-emotional learning.</li> <li>• PE class three times weekly for all students.</li> <li>• 130 minutes per week of Advisory class, which explicitly teaches social-emotional learning.</li> <li>• Weekly grade level meetings to discuss students who are struggling and to give supports and intervention plans.</li> <li>• Restorative Justice program</li> <li>• Regular community building, including morning meeting</li> <li>• Discussion of Innovator Norms (school norms and values) in advisory, Morning Meeting and any discipline situation.</li> <li>• A clear set of emergency procedures and will provide ample opportunities for practice drills.</li> </ul>	<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"> <li>• Peer mediation programs</li> <li>• Explicit education in the prevention of drug, tobacco, and alcohol use</li> <li>• Sexuality Education</li> <li>• Ongoing training for staff on social-emotional learning</li> <li>• Diversity trainings</li> <li>• Continued building of a strong school culture and school norms</li> </ul>

**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 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> 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"> <li>• Small class size</li> <li>• Advisory Systems</li> <li>• Conflict Resolution</li> <li>• Weekly grade level meetings (students are all in cohorts)</li> <li>• Design tasks and activities for students on how to improve healthy behavior; semester long projects</li> <li>• Personalized Learning Plans for each child</li> <li>• Family Learning Nights</li> <li>• Clear and consistent discipline policies</li> <li>• Explicit social-emotional learning around Responsible Decision Making</li> <li>• Restorative Justice Program</li> </ul>	<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"> <li>• Peer mediation programs</li> <li>• Explicit education in the prevention of</li> <li>• drug, tobacco, and alcohol use</li> <li>• Sexuality Education</li> <li>• Diversity trainings</li> <li>• Increased parent education about the use of drugs, alcohol, and risk behaviors</li> <li>• Professional development for teachers</li> </ul>

**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 <b>decrease</b> biennially by:	5th    _17_ % 7th    _9_ %	5th    _n/a_ % 7th    _3_ %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7th   _n/a_ % 9th   _8_ % 11th  _n/a_ %	7th   _3_ % 9th   _3_ % 11th  n/a__ %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5th    2_ % 7th    _n/a_ %	5th    3_ % 7th    n/a__ %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7th   _19_ % 9th   23_ % 11th  n/a__ %	7th   3_ % 9th   _5_ % 11th  _n/a_ %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7th   _16_ % 9th   _26_ % 11th  _n/a_ %	7th   _3_ % 9th   5_ % 11th  _n/a_ %

<p align="center"><b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b></p>	<p align="center"><b>Most Recent Survey date: <u>  </u>/<u>  </u>/<u>  </u> Baseline Data</b></p>	<p align="center"><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> <u>  </u>72<u>  </u> % 7<sup>th</sup> <u>  </u>53<u>  </u> % 9<sup>th</sup> <u>  </u>47<u>  </u> % 11<sup>th</sup> <u>  </u>n/a<u>  </u> %</p>	<p>5<sup>th</sup> <u>  </u>18% <u>  </u> % 7<sup>th</sup> <u>  </u>37%<u>  </u> % 9<sup>th</sup> <u>  </u>43<u>  </u> % 11<sup>th</sup> <u>  </u>n/a<u>  </u> %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> <u>  </u>24<u>  </u> % 9<sup>th</sup> <u>  </u>18<u>  </u> % 11<sup>th</sup> <u>  </u>n/a<u>  </u> %</p>	<p>7<sup>th</sup> <u>  </u>20<u>  </u> % 9<sup>th</sup> <u>  </u>15<u>  </u> % 11<sup>th</sup> <u>  </u>n/a<u>  </u> %</p>
<p align="center"><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by 2% from the current LEA rate shown here.</p> <p>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.</p>	<p align="center">9.34<u>  </u> %</p>	<p align="center"><u>  </u>2<u>  </u> %</p>
<p align="center"><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p align="center"><b>Most recent date: <u>  </u>/<u>  </u>/<u>  </u> Baseline Data</b></p>	<p align="center"><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> <u>  </u>79<u>  </u> % 7<sup>th</sup> <u>  </u>63<u>  </u> % 9<sup>th</sup> <u>  </u>31<u>  </u> % 11<sup>th</sup> <u>  </u>n/a<u>  </u> %</p>	<p>5<sup>th</sup> <u>  </u>n/a<u>  </u> % 7<sup>th</sup> <u>  </u>27<u>  </u> % 9<sup>th</sup> <u>  </u>59%<u>  </u> % 11<sup>th</sup> <u>  </u>n/a<u>  </u> %</p>



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

### 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.

<b>LEA Specified Performance Measures</b>  <hr/> <b>(Process to Collect Data)</b>	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>
<ul style="list-style-type: none"> <li>• EBIA will use the number of suspensions or expulsions that are caused by physical or emotional violence, drug use, or jeopardy of school</li> <li>• Attendance (Illuminate)</li> <li>• Tardies (Illuminate)</li> <li>• Enrollment data and audit (Illuminate)</li> <li>• Parent and student surveys</li> <li>• Audit and report of PLPs</li> </ul>	<ul style="list-style-type: none"> <li>• 95% Average Daily Attendance.</li> <li>• Less than 3% per day (average) tardy</li> <li>• Less than 2% annual Chronic Absentee Rate.</li> <li>• Less than 1% Middle School Dropout rate.</li> <li>• Less than 10% suspensions.</li> <li>• Less than 1% expulsions.</li> <li>• At least 75% of all students will reach Personal Learning Plan goals on the SEL rubric.</li> <li>• 75% of students rated proficient or above on SEL rubric.</li> <li>• 80% + of students say other students consistently demonstrate Innovator norms on annual community survey.</li> <li>• 90% of students are satisfied with EBIA on the community survey</li> <li>• Less than 10% transfer rate.</li> <li>• 90% of students report to saying they feel safe at EBIA</li> </ul>	<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><b>SCHOOL GOAL # 6</b></p> <p><b>All EBIA graduates will be college ready and will graduate from college (includes 21<sup>st</sup> century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world. EBIA is a diverse community.</b></p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> <li>• All students school-wide (6th and 7th grades)</li> <li>• Current numerically significant subgroups:</li> <li>• Hispanic or Latino</li> <li>• Black or African American</li> <li>• Socioeconomically Disadvantaged</li> <li>• Special Education</li> </ul>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> <li>• Less than 1% Middle School Dropout rate.</li> <li>• Less than 3% High School Dropout Rate (cohort).</li> <li>• 95% High School Graduation Rate (cohort).</li> <li>• 98% of students are accepted to a 4-year college.</li> </ul>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• EBIA’s teachers, administrators, and parents will monitor progress via twice yearly PLP meeting and weekly check-ins with Advisors.</li> </ul>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• Survey data once per year</li> <li>• Enrollment data tracked yearly in Illuminate</li> <li>• College acceptance data</li> <li>• Alumni survey data</li> </ul>

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><b>5.1</b> <b>(High School Graduates)</b></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>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>

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/Evaluation</b>	<b>Funding Source</b>
	<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>Students notified of benchmark assessment results.</p>				
<b>5.2 (Dropouts)</b>	<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</p>	All	Year Round Advisor Administrator Partners Parents	Survey results Retention Data PLPs Illuminate	ADA

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



## 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"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	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"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	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)

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> ).

	Description of how the LEA is meeting or plans to meet this requirement:
<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"> <li>• 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.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional</li> </ul>	<p>N/A</p> <p>Currently, 15 % of EBIA's student body is socio-economically disadvantaged, as measured by free and reduced lunch status.</p>

<p>development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	
<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"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>EBIA uses research-based standards based instruction as well as data driven instruction. Please see descriptions above.</p> <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>All teachers are considered highly qualified.</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, including how to</p>

	<p>specifically teach during interventions.</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, and advisors are in regular communication with parents regarding student progress. Parents can also view progress via our online tools. Additional strategies to increase parental involvement include:: regular, open meetings with the Principal, Parent Education nights, regular newsletter, PTO, and other differentiated volunteer opportunities. Please see above for further descriptions of parental involvement.</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. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> 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"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	<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</p>	<p>Not applicable</p>

liaison, immediate enrollment, transportation, and remaining in school of origin.	
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.	Not applicable

### **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"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• 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.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used</li> </ul>	N/A

effectively.	
--------------	--



## 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>N/A</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>N/A</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:
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>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</p>

	<p>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 and efforts to prepare parents to be involved in the schools and in their children's education.</p> <ul style="list-style-type: none"> <li>• Mandatory parent meetings (PLPs) twice yearly to discuss student progress</li> <li>• Monthly parent leadership team meetings to discuss school issues and plan events</li> <li>• Regular check-ins with the students' advisor</li> <li>• Weekly school newsletter in English and Spanish</li> <li>• End of the year exhibitions of student work</li> <li>• Morning Meeting and all school events</li> </ul>



## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<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"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>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.</li> </ol>	<p>Please see above for detailed descriptions of programs for students with disabilities as well as LEP students.</p> <p>In summary, we provide:</p> <ul style="list-style-type: none"> <li>• Personalized Learning Plans for all students</li> <li>• Data driven instruction specifically to target LEP and Special Education students as well as other struggling students</li> <li>• Interventions in the form of pull out instruction, after school office hours, differentiated and personalized instruction during Independent Learning time, summer school, and additional remediation during Intersession.</li> <li>• Extensive opportunities for parental involvement</li> <li>• Extensive Social-Emotional Learning</li> </ul>

<p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<ul style="list-style-type: none"><li>• Extensive collaboration time/Professional Development for teachers to ensure success of both LEP and Special Education students</li></ul>
---	---

## **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 4<sup>th</sup> and 8<sup>th</sup> 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:

- o 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
- o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- o 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.
- o 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:
  - o Allows a teacher to communicate effectively with all students in the class.
  - o Allows all students in the class to learn.
  - o Has consequences that are fair, and developmentally appropriate.
  - o Considers the student and the circumstances of the situation.
  - o 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](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					<b>x</b>	D, C, E
Minnesota Smoking Prevention Program	6 to 10		<b>x</b>				A, D, E
Olweus Bullying Prevention	K to 8				<b>x</b>		B, C, E
Positive Action	K to 12	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	C, D,
Project ACHIEVE	Pre-K to 8				<b>x</b>	<b>x</b>	A, C, E
Project ALERT	6 to 8	<b>x</b>	<b>x</b>	<b>x</b>			A, C, D, E
Project Northland	6 to 8	<b>x</b>		<b>x</b>			A, B, C, D, E
Project PATHE	9 to 12					<b>x</b>	B, E
Project SUCCESS	9 to 12	<b>x</b>	<b>x</b>	<b>x</b>			C,
Project Toward No Drug Abuse (TND)	9 to 12	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>		C,
Project Toward No Tobacco Use (TNT)	5 to 8		<b>x</b>				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				<b>x</b>		A, B, C, D,
Protecting You/Protecting Me	K to 5	<b>x</b>					C,
Quantum Opportunities	9 to 12					<b>x</b>	B, E
Reconnecting Youth	9 to 12	<b>x</b>		<b>x</b>	<b>x</b>	<b>x</b>	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			<b>x</b>	<b>x</b>		C, D, E
Rural Educational Achievement Project	4				<b>x</b>		C
School Violence Prevention Demonstration Program	5 to 8				<b>x</b>		C
Second Step	Pre-K to 8				<b>x</b>		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	<b>x</b>			<b>x</b>	<b>x</b>	B, C, D, E
SMART Leaders	9 to 12			<b>x</b>			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			<b>x</b>			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	<b>x</b>					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				<b>x</b>		C, D,
Too Good for Drugs	K to 12	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>		C
<b>Community and Family-based Programs</b>							
	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					<b>x</b>	B, E
Brief Strategic Family Therapy	Families			<b>x</b>			B, C,
CASASTART	Community			<b>x</b>	<b>x</b>		B, C, D,
Communities Mobilizing for Change	Community	<b>x</b>					C
Creating Lasting Family Connections	Families (6 to 12)	<b>x</b>		<b>x</b>		<b>x</b>	A, C, D,
Families And Schools Together (FAST)	Families				<b>x</b>		C,
Family Development Research Project	Families				<b>x</b>		C
Family Effectiveness Training	Families				<b>x</b>		C,
Family Matters	Families	<b>x</b>	<b>x</b>				C
FAN (Family Advocacy Network) Club	Families			<b>x</b>		<b>x</b>	C
Functional Family Therapy	Families	<b>x</b>		<b>x</b>	<b>x</b>		B, E



Home-Based Behavioral Systems Family Therapy	Families				<b>x</b>		C
Houston Parent-Child Development Program	Parents					<b>x</b>	C
Multisystemic Therapy	Parents			<b>x</b>	<b>x</b>		B, C, E
Nurse-Family Partnership	Parents		<b>x</b>				B, C,
Parenting Wisely	Parents				<b>x</b>		C,
Preparing for the Drug Free Years	Parents (4 to 7)	<b>x</b>		<b>x</b>		<b>x</b>	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	<b>x</b>	<b>x</b>	<b>x</b>			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					<b>x</b>	C
Stopping Teenage Addiction to Tobacco	Community		<b>x</b>				C
Strengthening Families Program	Families (4 to 6)	<b>x</b>		<b>x</b>	<b>x</b>	<b>x</b>	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:

<b><i>Research-based Activities</i></b>	
<b>Activities</b>	<b><i>Research Summaries Supporting Each Activity:</i></b>
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

<b>Promising or Favorable Programs</b>							
<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: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> &gt; (University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> &gt; (Center for Substance Abuse Prevention)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (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
Earlscourt 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					<b>x</b>	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				<b>x</b>		B, C, D
Lion's Quest Working Toward Peace	5 to 9				<b>x</b>		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	<b>x</b>	<b>x</b>	<b>x</b>			D
Open Circle Curriculum	K to 5				<b>x</b>	<b>x</b>	D
Parent-Child Assistance Program (P-CAP)	Families	<b>x</b>		<b>x</b>			C
PeaceBuilders	K to 8				<b>x</b>		D
Peacemakers Program	4 to 8				<b>x</b>		D
Peer Assistance and Leadership	9 to 12			<b>x</b>	<b>x</b>		C
Peer Coping Skills (PCS)	1 to 3				<b>x</b>		B
Peers Making Peace	K to 12				<b>x</b>		D
Personal/Social Skills Lessons	6 to 12		<b>x</b>				A
Preventive Intervention	6 to 8			<b>x</b>			B
Preventive Treatment Program	Parents			<b>x</b>	<b>x</b>		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		<b>x</b>				A
Project BASIS	6 to 8				<b>x</b>	<b>x</b>	C
Project Break Away	6 to 8		<b>x</b>	<b>x</b>			C
Project Life	9 to 12		<b>x</b>				A
Project PACE	4					<b>x</b>	C
Project SCAT	4 to 12		<b>x</b>				A
Project Status	6 to 12			<b>x</b>	<b>x</b>	<b>x</b>	B
Safe Dates	School				<b>x</b>		B
Say It Straight (SIS) Training	6 to 12	<b>x</b>					D
School Transitional Environmental Program	9 to 12			<b>x</b>	<b>x</b>	<b>x</b>	B
Smokeless School Days	9 to 12		<b>x</b>				A
Social Decision Making and Problem Solving	1 to 6	<b>x</b>			<b>x</b>		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					<b>x</b>	B
Socio-Moral Reasoning Development Program (SMRDP)	School				<b>x</b>		B
Storytelling for Empowerment	6 to 8	<b>x</b>		<b>x</b>			C
Strengthening Hawaii Families	Families			<b>x</b>			C
Strengthening the Bonds of Chicano Youth & Families	Communities	<b>x</b>		<b>x</b>			C
Syracuse Family Development Program	Family				<b>x</b>		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	<b>x</b>					C
Teenage Health Teaching Modules	6 to 12		<b>x</b>				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		<b>x</b>				A
The Scare Program	School				<b>x</b>		D
The Think Time Strategy	K to 9				<b>x</b>		D
Tinkham Alternative High School	9 to 12					<b>x</b>	C
Tobacco-Free Generations	8 to 12		<b>x</b>				A
Viewpoints	9 to 12				<b>x</b>		B
Woodrock Youth	K to 8	<b>x</b>	<b>x</b>	<b>x</b>		<b>x</b>	C

Development Project							
Yale Child Welfare Project	Families				<b>x</b>		<b>B</b>