



East Bay Innovation Academy

East Bay Innovation Academy Board Meeting

Date and Time

Wednesday May 31, 2023 at 8:00 PM PDT

Location

EBIA's regular board meetings are held in person at EBIA, 3400 Malcolm Avenue, Oakland, CA at 8 PM.

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 PM
Opening Items			
A. Record Attendance and Guests		Rochelle Benning	1 m
B. Call the Meeting to Order		Rochelle Benning	1 m
C. Review and Approve Minutes from 5/1/2023 REGULAR Board Meeting	Approve Minutes	Rochelle Benning	1 m
D. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)		Rochelle Benning	15 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
II. Consent Agenda			8:18 PM

	Purpose	Presenter	Time
A. Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Rochelle Benning	5 m
Consent Agenda Items:			
- Monthly Check Registers (March & April)			
- 23-24 School Year Calendar			

III. Academic Excellence 8:23 PM

Academic Excellence

A. Executive Directors Report	Discuss	Jenna Stauffer	5 m
- Early graduation policy			
B. Graduation Program Updates	Discuss	Bonita Herrera	5 m
Review of planned graduation ceremonies and other activities			
C. Culture and Climate Update	Discuss	Fran Fay	10 m
Panorama Survey Data results			
D. LCAP Update	Discuss	Carolyn Gramstorff	15 m
- Review draft LCAP for 2023-2024			
- Discuss strategic priorities			

IV. Finance and Development 8:58 PM

Finance

A. East Bay Innovation Academy - Finance Update	Discuss	Bryce Fleming and Mike Pocrnich	20 m
- YTD Finance Update: year-to-date actuals; forecast and actual comparison; cash update			
- May Revise Update			
- Draft School Year 2023-24 budget highlights; LCAP priorities highlighted in the draft budget			
- MYP Discussion and review			

	Purpose	Presenter	Time
V. Facility Updates			9:18 PM
A. Discuss the status of Marshall and Golden Gate Academy facilities - hold for proposed draft contracts for 2023 - 2024 school year	Vote	Jenna Stauffer	10 m
VI. School Governance and Other Matters			9:28 PM
A. Confirm Board Meeting Dates through 2022 - 2023 School Year (and early 2023 - 2024) Current board meetings through the end of the school year are scheduled as follows - do we need to make any adjustments that we can incorporate into our schedule now? 8:00 PM Monday, 6/12/2023 Proposed amendment - June 9, 2023 8 a.m. July 2023 Summer Break 8:00 PM Wednesday, 8/16/2023 8:00 PM Wednesday, 9/20/2023	Discuss	Rochelle Benning	1 m
B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items) Public comment is limited to a maximum of 3 minutes of comment time per speaker	FYI	Rochelle Benning	10 m
VII. Closing Items			9:39 PM
A. Adjourn Meeting	Vote	Rochelle Benning	1 m

Coversheet

Review and Approve Minutes from 5/1/2023 REGULAR Board Meeting

Section: I. Opening Items
Item: C. Review and Approve Minutes from 5/1/2023 REGULAR Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Board Meeting - April Meeting Rescheduled to May 1 on May 1, 2023

APPROVED



East Bay Innovation Academy

Minutes

Board Meeting - April Meeting Rescheduled to May 1

Date and Time

Monday May 1, 2023 at 8:00 PM

Location

EBIA's regular board meetings are held in person at EBIA, 3400 Malcolm Avenue, Oakland, CA at 8 PM.

Directors Present

Brad Edgar, Kelly Garcia, Ken Berrick, Rochelle Benning

Directors Absent

Devin Krugman

Guests Present

Carolyn Gramstorff, Jenna Stauffer

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

Kelly Garcia called a meeting of the board of directors of East Bay Innovation Academy to order on Monday May 1, 2023 at 8:08 PM.

C.

Review and Approve Minutes from 2/15/2023 REGULAR Board Meeting

Brad Edgar made a motion to approve the minutes from Board Meeting on 02-15-23.

Rochelle Benning seconded the motion.

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

Roll Call

Rochelle Benning Aye

Kelly Garcia Aye

Ken Berrick Absent

Brad Edgar Aye

Devin Krugman Absent

D. Review and Approve Minutes from 2/18/2023 SPECIAL Board Meeting

Rochelle Benning made a motion to approve the minutes from Special Board Meeting - East Bay Innovation Academy on 02-18-23.

Kelly Garcia seconded the motion.

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

Roll Call

Kelly Garcia Aye

Ken Berrick Aye

Devin Krugman Absent

Brad Edgar Aye

Rochelle Benning Aye

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

One member of the public spoke.

F. Adjourn Public Session

Brad Edgar made a motion to to adjourn public session.

Ken Berrick seconded the motion.

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

II. Closed Session - Conf with Real Property Negotiators 54956.8 & Pending Litigation 54956.9

A. Open Closed Session

Kelly Garcia made a motion to open the closed session.

Rochelle Benning seconded the motion.

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

B. Closed Session Discussion - Pending Litigation 54956.9

The board discussed pending litigation and reached a settlement.

C. Closed Session Discussion - Conference with Real Property Negotiators 54956.8

The board discussed property negotiations.

D. Adjourn Closed Session and Move to Public Session

Rochelle Benning made a motion to adjourn closed session and move to public session.

Brad Edgar seconded the motion.

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

III. Reconvene Board Meeting - Open Public Session

A. Open Public Session - Roll Call

Kelly Garcia made a motion to open public session.

Ken Berrick seconded the motion.

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

B. Report Actions Taken (if any) in Closed Session

Board president, Shelly, reported out that no actions were taken during closed session.

An update to a litigation matter was shared as well as current real estate negotiations.

IV. Consent Agenda

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

Brad Edgar made a motion to Review and Approve East Bay Innovation Academy Consent Agenda Items.

Ken Berrick seconded the motion.

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

V. Academic Excellence

A. Executive Directors Report

Jenna shared an executive directors report that included an enrollment update.

For specifics please see board packet.

B. Update on Post-Secondary Plans and Accomplishments of EBIA Seniors

Jenna shared an update related to post-secondary plans for the graduating class. For specifics please see board packet.

VI. Finance and Development

A. East Bay Innovation Academy - Finance Update

Our Ed Teach support provided a finance update. For specifics please see the board packet.

Rochelle Benning made a motion to approve the second interim financials.

Brad Edgar seconded the motion.

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

B. Side Letter with the EBIA Teachers Association

Rochelle Benning made a motion to approve the side letter with the EBIA Teachers Association.

Ken Berrick seconded the motion.

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

VII. School Governance and Other Matters

A. Announce and finalize new EBIA Executive Director appointment

Shelley announced that we are hiring Miranda Thompson for the new Executive Director role.

Rochelle Benning made a motion to approve the employment contract for new Executive Director.

Ken Berrick seconded the motion.

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

B. Review and Approve the addition of a Proposed New Board Member to the EBIA Board

Kelly Garcia made a motion to approve the addition of a proposed new board member to the EBIA board.

Rochelle Benning seconded the motion.

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

C. Confirm Board Meeting Dates through 2022 -2023 School Year (and early 2023 - 2024)

Shelley shared the rest of the board meeting dates for the year. For specifics please see board packet.

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

There was no public comment.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:30 PM.

Respectfully Submitted,
Kelly Garcia

Coversheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section: II. Consent Agenda
Item: A. Review and Approve East Bay Innovation Academy Consent Agenda
Items
Purpose: Vote
Submitted by:
Related Material: EBIA April 2023 Check Register.pdf
SY. 2023-24 DRAFT 1 Option 1 (1).pdf

Internal ID	Subsidiary	Payee Name	Check Number	Payment Date / Memo (CI)	Inv Description / Memo (Bill Pmt)	Amount	Type
8148772	East Bay Ir Boonli		8061	4/7/2023	Bill #13460--Monthly Minimum Fee - October 2022 Bill #13461--Montl	600.00	Bill Payment
8148773	East Bay Ir CFI		8062	4/7/2023	Bill #19552--Upper School Toner for Office Principal and Teacher pri	1,356.08	Bill Payment
8148774	East Bay Ir Kids In Harmony, Inc		8063	4/7/2023	Bill #040662023--Psycho-educational report cognitive and social-emotion:	5,300.00	Bill Payment
8148775	East Bay Ir Law Offices of Young, Minney & Corr, LLP		8064	4/7/2023	Bill #3782--Legal Service Through 03/2023	450.51	Bill Payment
8148776	East Bay Ir HopSkipDrive, Inc		8065	4/7/2023	Bill #13438--Qty 32 completed trips 03/01/23 - 03/31/23	1,671.64	Bill Payment
8148777	East Bay Ir Rob Skate Academy		8066	4/7/2023	Bill #67900--Winter Intersession US & LS Instructor	5,500.00	Bill Payment
8148778	East Bay Ir CDW Government		8067	4/7/2023	Bill #HJ20444--CSDI Computer Laptops Fincal order 8qty	8,720.20	Bill Payment
8148779	East Bay Ir Scoot Education Inc.		8068	4/7/2023	Bill #39783--Upper School Sub Coverage 3/28/23 - 3/30/23 Bill #3958	5,586.00	Bill Payment
8148780	East Bay Ir The Phillips Academy		8069	4/7/2023	Bill #2022.2023.189--EC - February 2023 Tuition Qty 18 ; In Person Coun	5,101.59	Bill Payment
8148781	East Bay Ir ChildCare Careers, LLC		8070	4/7/2023	Bill #600072--US Substitute coverage Wk 3/6-3/10	2,247.17	Bill Payment
8148782	East Bay Ir Hawk Circle Consulting		8071	4/7/2023	Bill #1111--Interim ED Monthly consulting + overtime March 2023	12,775.00	Bill Payment
8148783	East Bay Ir AT&T		8072	4/7/2023	Bill #19656539--Internet Service 02/13/23 - 03/12/23	688.81	Bill Payment
8167799	East Bay Ir Scoot Education Inc.		8073	4/13/2023	Bill #37281--2 Bookings for Upper School	798.00	Bill Payment
8167800	East Bay Ir Waste Management		8074	4/13/2023	Bill #456638622161--Marshall Elementary April Service 2023	1,522.16	Bill Payment
8167801	East Bay Ir ChildCare Careers, LLC		8075	4/13/2023	Bill #606034--LS teacher coverage 3/27 Bill #606035--US teacher cov	865.59	Bill Payment
8167802	East Bay Ir Spectrum Center		8076	4/13/2023	Bill #033123--WD - BEP: Basic Education Program-BAC (3/1/23 - 3/31/23	4,930.00	Bill Payment
8167803	East Bay Ir Jamia Morton		8077	4/13/2023	Bill #033123--Hotel Stay and car rental for February	1,296.34	Bill Payment
8167804	East Bay Ir Michael Trueman		8078	4/13/2023	Bill #040823--Credential Renewal fees	205.30	Bill Payment
8167805	East Bay Ir Orkin		8079	4/13/2023	Bill #243552953--Pest Control Standard Monthly service	140.00	Bill Payment
8167806	East Bay Ir Office Depot		8080	4/13/2023	Bill #303418593001--Copy Paper 4qty Bill #303991292001--2qty 12p	553.51	Bill Payment
8167807	East Bay Ir AT & T		8081	4/13/2023	Bill #19663709--Internet service 02/16/23 - 03/15/23	688.81	Bill Payment
8167808	East Bay Ir Kaiser Foundation Health Plan		8082	4/13/2023	Bill #May2023--May 2023 Medical Health Plan	26,340.36	Bill Payment
8207718	East Bay Ir East Bay Audiologists		8083	4/25/2023	Bill #1269--IEP Pre Consultation + IEP Zoom Consultation	306.00	Bill Payment
8207719	East Bay Ir Acme Fire Extinguisher		8084	4/25/2023	Bill #119079--Fire Extinguisher Service Call recharge parts pres:	99.74	Bill Payment
8207720	East Bay Ir Francesca Fay		8085	4/25/2023	Bill #041723--San Diego PD conference (Parking Lyft rides & meals)	220.59	Bill Payment
8207721	East Bay Ir The Big Apple Cafe		8086	4/25/2023	Bill #400013--Breakfast for SOM of eggs homefries sausage anc	158.33	Bill Payment
8207722	East Bay Ir The Phillips Academy		8087	4/25/2023	Bill #2022.2023.222--EC - March 2023 Tuition Qty 19 ; In Person Counse	5,869.50	Bill Payment
8207723	East Bay Ir Kimberly Tsiang		8088	4/25/2023	Bill #041823--New hire fingerprinting	84.00	Bill Payment
8207724	East Bay Ir Swing Education, Inc.		8089	4/25/2023	Bill #INV00576016--Lower School Substitute coverage 3/18/23 - 3/24/23	334.50	Bill Payment
8207725	East Bay Ir BLOC15		8090	4/25/2023	Bill #23-048--Non Refundable Secured Date Deposit for Sat. June 3rd 20;	2,000.00	Bill Payment
8207726	East Bay Ir Scoot Education Inc.		8091	4/25/2023	Bill #40745--US Coverage 4/12-4/15	1,197.00	Bill Payment
8207727	East Bay Ir RingCentral Inc.		8092	4/25/2023	Bill #563278--Phone Service 3/29/23 - 4/28/23	690.99	Bill Payment
8222931	East Bay Ir Scoot Education Inc.		- None -	4/28/2023	Bill #41381--Sub coverage request for LS 4/19 - 4/21 Bill #41382--Sul	3,192.00	Bill Payment
8222932	East Bay Ir ChildCare Careers, LLC		- None -	4/28/2023	Bill #609894--US substitute coverage 4/10 - 4/13 Bill #604004--Upper	1,874.33	Bill Payment
8222946	East Bay Ir PG&E		- None -	4/28/2023	Bill #041723--Gas and Electric 03/13/2023 - 04/10/2023	2,836.33	Bill Payment
8222934	East Bay Ir Charles Noel		- None -	4/28/2023	Bill #042623--Springfest event purchases; 2qty ticket rolls Bags of ice	81.90	Bill Payment
8222935	East Bay Ir AALRR Attorneys at Law		- None -	4/28/2023	Bill #678913--Legal Service: Saprina Goldberg SPED; Frederick Newman	3,141.50	Bill Payment
8222936	East Bay Ir Ankie Edgar		- None -	4/28/2023	Bill #042623--Springfest Food and drink purchase (meatball subs)	421.91	Bill Payment
8222937	East Bay Ir Miranda Thorman		- None -	4/28/2023	Bill #042823--ED Consultation 27.75hr (4/3-4/24)	6,105.00	Bill Payment
8222938	East Bay Ir Revolution Foods, Inc.		- None -	4/28/2023	Bill #460969--Food Service March 2023 + Late Order fee	11,491.95	Bill Payment
8222939	East Bay Ir East Bay Speech Pathology, Inc.		- None -	4/28/2023	Bill #1914--Speech & Language Pathology Services - March 2023	13,302.00	Bill Payment
8222940	East Bay Ir EdTec		- None -	4/28/2023	Bill #26141--EdTec Monthly Back Office Service - April 2023	12,168.50	Bill Payment
8222941	East Bay Ir Waste Management Of Alameda County		- None -	4/28/2023	Bill #993277222168--Ops Charter April Service 2023	656.73	Bill Payment
8222942	East Bay Ir Akiala Jefferson		- None -	4/28/2023	Bill #022023.2--Senior Junior Prom 2023 Catering Final Payment	1,500.00	Bill Payment
8222943	East Bay Ir Swing Education, Inc.		- None -	4/28/2023	Bill #INV00578749--Upper School Substitute coverage 3/30/23	244.00	Bill Payment
8222944	East Bay Ir CoPower		- None -	4/28/2023	Bill #2240194--Dental Plan May 2023	2,860.10	Bill Payment
8222945	East Bay Ir Alameda County Office of Education		- None -	4/28/2023	Bill #INV2300303--3rd Quarter STRS Processing Fee FY 22-23	354.00	Bill Payment
8222930	East Bay Ir Law Offices of Nicole Hodge Amey		- None -	4/28/2023	Bill #384--Legal fee for FLN (17.45hrs - Discount \$3080)	10,000.00	Bill Payment
8222929	East Bay Ir Jasmine Sanchez		- None -	4/28/2023	Bill #042423--Springfest food booth supplies meat tortilla cheese	603.19	Bill Payment
8222928	East Bay Ir GN Event Rental		- None -	4/28/2023	Bill #228883776--White Folding Chairs 200qty (5/3 - 5/8)	500.00	Bill Payment
8222927	East Bay Ir Ophelia and Friends, LLC.		- None -	4/28/2023	Bill #3913--Musical Prop Rental April 24 - May 8 (Wednesday's Yellow Sc	136.99	Bill Payment

8222926 East Bay Ir Golden Gate Academy	- None -	4/28/2023	Bill 4/20/2023--Monthly use fee for Golden Gate Academy campus U	28,090.00	Bill Payment
8222933 East Bay Ir UpNex Sports Academy	- None -	4/28/2023	Bill #15--After school tennis program (Tri 3)	1,250.00	Bill Payment

East Bay Innovation Academy

DRAFT 2023-2024 School Calendar

July 2023							R-19	August 2023							R-20	September 2023						
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa
						1				1	2	3	4	5							1	2
2	3	4	5	6	7	8		6	7	8	9	10	11	12		3	4	5	6	7	8	9
9	10	11	12	13	14	15		13	14	15	16	17	18	19		10	11	12	13	14	15	16
16	17	18	19	20	21	22		20	21	22	23	24	25	26		17	18	19	20	21	22	23
23	24	25	26	27	28	29		27	28	29	30	31				24	25	26	27	28	29	30
30	31																					

October 2023							R-16	November 2023							R-11	December 2023						
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7					1	2	3	4							1	2
8	9	10	11	12	13	14		5	6	7	8	9	10	11		3	4	5	6	7	8	9
15	16	17	18	19	20	21		12	13	14	15	16	17	18		10	11	12	13	14	15	16
22	23	24	25	26	27	28		19	20	21	22	23	24	25		17	18	19	20	21	22	23
29	30	31						26	27	28	29	30				24	25	26	27	28	29	30
																31						

January 2024							R-21	February 2024							R-20	March 2024						
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6						1	2	3							1	2
7	8	9	10	11	12	13		4	5	6	7	8	9	10		3	4	5	6	7	8	9
14	15	16	17	18	19	20		11	12	13	14	15	16	17		10	11	12	13	14	15	16
21	22	23	24	25	26	27		18	19	20	21	22	23	24		17	18	19	20	21	22	23
28	29	30	31					25	26	27	28	29				24	25	26	27	28	29	30
																31						

April 2024							R-17	May 2024							June 2024						
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3	4							1
7	8	9	10	11	12	13		5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20		12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27		19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30						26	27	28	29	30	31	23	24	25	26	27	28	29	
															30						

- School Closed: Holiday
- Minimum Days: Lower School (9AM-12PM) Upper School (8:30AM-12:15PM)
- First and Last Day of School
- Intersession, PLP Prep, Capstone Presentations (last week)
- PLP Days. No classes for students. Our personalized learning plans appointments will be scheduled for each EBIA student and their guardians.
- School Closed: Faculty PD
- State (SBAC) and Advanced Placement (AP) testing
- Summer Session (June 20-July 14)

Coversheet

Executive Directors Report

Section: III. Academic Excellence
Item: A. Executive Directors Report
Purpose: Discuss
Submitted by:
Related Material:
EAST BAY INNOVATIONS ACADEMY BOARD OF DIRECTORS RESOLUTION.docx.pdf

EAST BAY INNOVATION ACADEMY BOARD OF DIRECTORS RESOLUTION
OPTION TO AWARD DIPLOMAS based on A - G OR CALIFORNIA MINIMUM GRADUATION REQUIREMENTS

WHEREAS, on May 31, 2023, East Bay Innovation Academy (“EBIA”) permanently adopted the graduation requirements described in AB104, which required that all charter schools, school districts, and county offices of education (local educational agencies or “LEAs”) to provide additional graduation support for students who (1) were in their third or fourth year of high school during the 2020-2021 school year and (2) are not on track to complete the graduation requirements of the LEA by their fourth year of high school;

WHEREAS, under AB104, LEAs must exempt all such pupils from any graduation requirements adopted by the governing body of the LEA that are in addition to the statewide coursework requirements and, separately, provide opportunities for such pupils to complete the statewide coursework requirements which may include but is not limited to, a fifth (5th) year of instruction;

WHEREAS, EBIA’s graduation requirements, as set forth in the EBIA charter, exceed the California minimum graduation requirements established by Education Code Section 51225.3 and exceed the minimum University of California “A-G” requirements;

WHEREAS, some EBIA twelfth graders (“seniors”) will be unable to meet the heightened graduation requirements outlined in EBIA’s charter but will be able to meet either the University of California “A-G” requirements or the California State Minimum Requirements outlined in Education Code Section 51225.3; and

WHEREAS, EBIA seeks to ensure that all students who met or will meet the requirements for a high school diploma under the laws of California shall be able to obtain their high school diploma within the timeline of expected graduation.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of EBIA (“Board”) hereby authorizes EBIA’s administration to award a regular high school diploma to any senior who meets the California “A-G” requirements or California State Minimum Standards as set forth in Education Code Section 51225.3., as detailed in the Adjusted Graduation Plan, even if that senior does not meet the heightened EBIA charter requirements set forth in the charter.

BE IT FURTHER RESOLVED that EBIA shall provide students opportunities to complete the required statewide coursework, including a fifth year of instruction and/or credit recovery.

PASSED AND ADOPTED by the Board of Directors of EBIA at a meeting held on May 31, 2023, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Chair, Board of Directors: _____

Coversheet

Graduation Program Updates

Section: III. Academic Excellence
Item: B. Graduation Program Updates
Purpose: Discuss
Submitted by:
Related Material: 23 Commencement_Promotion Precision Timeline.pdf



OFFICE OF EVENT MANAGEMENT

PRECISION TIMELINE

8th Grade Promotion & Class of 2023 Commencement
June 3, 2023 - 11am to 6pm

VENUE: BLOC15 Event Venue Space | 252 - 2nd Street | Oakland, CA 94607

TIME (Duration)	ACTIVITY/EVENT	PARTICIPANTS
08:30 AM (1.5hr)	<p>Load In:</p> <ul style="list-style-type: none"> Chairs (Event Magic) Staging (Everything Audio Visual) Sound (Mick Terrizzi) Decorations (Next Level Designs) <p>MOD (Manager on Duty)- ensuring everyone is managing their tasks, no gaps, and runner as needed. - Noel</p> <p>Audio team (Jordan, Jonathan, Mick, and Ernesto)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet at LS and load all equipment to Ernesto and Mick's cars <ul style="list-style-type: none"> <input type="checkbox"/> Audio equipment <input type="checkbox"/> Spotlights <input type="checkbox"/> Unload and set up all equipment at Bloc15 <p>**Admin/Operation & Support Staff: Arrive by 8:30AM</p> <p>Prep venue:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Managing Vendors set-up according to floor diagram- (floor plan, list of vendors and contacts)- Romero <input type="checkbox"/> Set-up green room for staff (drinks, snacks)- Ornelas/ Fay <input type="checkbox"/> Step and repeat (step and repeat & red carpet)- Mike <input type="checkbox"/> Set up staff/ digitaries placecards- Ornelas/ Fay <input type="checkbox"/> Set-up welcome table (table, table cloth, programs, check-in sheet, pens/highlighter, stamps)- Herrera/ Sanchez <input type="checkbox"/> Set of stage (certificates/diploma covers, awards, table cloth, table)- Mike 	<p>Event Managers:</p> <ul style="list-style-type: none"> Charlie Noel (MOD) Mike Calhoun Ernesto Diaz <p>Admin/Operations & Support Staff**</p> <ul style="list-style-type: none"> Bonita Herrera (MOD) Jasmine Sanchez Rodolfo Ornelas Jonathan Cervantes Mick Terrizzi Fran Fay Jordan Jabson Daisy Romero
10:00 AM (30min)	<ul style="list-style-type: none"> <input type="checkbox"/> Organize Student Ambassadors- Mike <input type="checkbox"/> Sound Check- Mick <p>8th Graders Arrive for Rehearsal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advisors arrive no later than 10AM <input type="checkbox"/> Advisors greet and assemble their advisories in the upper loft <input type="checkbox"/> 10:05 AM line up advisees in alphabetical order- Advisors/ Jordan <input type="checkbox"/> 	<p>Rehearsal Coordinator:</p> <ul style="list-style-type: none"> Ernesto Diaz (MOD) Sarah Blair Grace Gecewicz Aislinn Klein Tiara Patterson Michael Trueman



OFFICE OF EVENT MANAGEMENT

	<input type="checkbox"/> 10:10AM Run through- Diaz/ Herrera <input type="checkbox"/> 10:25AM reset students to loft area- Advisors/ Jordan	
10:30 AM (30min)	DOORS OPEN TO PUBLIC <input type="checkbox"/> Check in guests- Sanchez/ Herrera <input type="checkbox"/> Direct staff to staff seating area- Romero/ Noel <input type="checkbox"/> Monitoring and seating- Cervantes/ Ornelas (ensure no gaps between seats) <input type="checkbox"/> Blocking non guest areas- Fay (student ambassadors support) <input type="checkbox"/> 8th grade students remain in loft area- Advisors <input type="checkbox"/> Light music playing- Mick	Operations Staff and ushers <ul style="list-style-type: none"> • Bonita Herrera (MOD) • Jonathan Cervantes (floor w/ ushers) • Jasmine Sanchez (ticketing) • Jordan Jabson (loft, supporting advisors)
10:55 AM (5min) *Romero clocks out	Stage Call for Program Participants <input type="checkbox"/> Assemble 8th graders in the upper loft in processional order- Advisors/ Jordan <input type="checkbox"/> Stage- Diaz	Advisors: <ul style="list-style-type: none"> • Sarah Blair • Grace Gecewicz • Aislinn Klein • Tiara Patterson • Michael Trueman
11:00 AM (10 min)	Processional <ul style="list-style-type: none"> • 8th Graders • Advisors Sound (Terrizzi) <ul style="list-style-type: none"> • Pomp & Circumstance 	8th Graders Advisors: <ul style="list-style-type: none"> • Sarah Blair • Grace Gecewicz • Aislinn Klein • Tiara Patterson • Michael Trueman
11:10 AM (2 min)	Opening Remarks	Ernesto Diaz Lower School Dean of Students
11:12 AM (3 min)	Principal's Address	Mick Terrizzi Lower School Principal
11:15 AM (2 min)	Student Poem	Kendall Richardson
11:17 AM (3 min)	Faculty Charge	Jack Pancak
11:20 AM (60 min)	Presentation of Promotion Certificates	8th Graders Advisors: <ul style="list-style-type: none"> • Sarah Blair • Grace Gecewicz • Aislinn Klein • Tiara Patterson • Michael Trueman Administrators <ul style="list-style-type: none"> • Mick Terrizzi



OFFICE OF EVENT MANAGEMENT

		<ul style="list-style-type: none"> Ernesto Diaz
12:20 PM (2 min)	Upper School Welcome	Francesca Fay Dean of Academics Upper School Mike Calhoun Dean of Culture Upper School
12:22 PM (2 min)	Closing Remarks	Ernesto Diaz Lower School Dean of Students
12:24 PM (5 min)	Recessional Song TBD	8th Graders Advisors: <ul style="list-style-type: none"> Sarah Blair Grace Gecewicz Aislinn Klein Tiara Patterson Michael Trueman
12:45 PM (10 min)	Clear Venue *Marley/ Romero clock in *Cervantes/ Jabson clock out	Administration & Operations Staff
12:55 PM (30 min)	Facility Refresh <ul style="list-style-type: none"> <input type="checkbox"/> Pick up trash and debris- ALL <input type="checkbox"/> Straighten out chairs- ALL <input type="checkbox"/> Switch out stage materials- Mike, Marley <input type="checkbox"/> Switch out check-in materials (sign in sheet, program, etc)-Sanchez/ Herrera/ Romero <input type="checkbox"/> Set-up green room for lunch- Ornelas/ Fay 	Administration & Operations Staff
01:25 PM (05 min)	LUNCH BREAK <ul style="list-style-type: none"> <input type="checkbox"/> Day prior- Order Lunch- Herrera **Student ambassadors eat first 	Administration, Operations & Student Ushers
02:30 PM (30 min)	12th Graders arrive for check-in and pre-ceremony prep: <ul style="list-style-type: none"> <input type="checkbox"/> Apply tassels- Advisors/ Ornelas/ Morton <input type="checkbox"/> Apply cords- Advisors/ Ornelas/ Morton <input type="checkbox"/> Apply stoles- Advisors/ Ornelas/ Morton 	Advisors & Counselor: <ul style="list-style-type: none"> Judith Borcelis Megan Cook Jose Reynaga Jamia Morton
03:00 PM (60 min)	DOORS OPEN TO PUBLIC <ul style="list-style-type: none"> <input type="checkbox"/> Check in guests- Sanchez/ Herrera <input type="checkbox"/> Direct staff to staff seating area- Romero/ Noel <input type="checkbox"/> Monitoring and seating- Marley/ Fay (ensure no gaps between seats) 	Operations Staff & Ushers: <ul style="list-style-type: none"> Bonita Herrera (MOD) Daisy Romero Jasmine Sanchez Jonathan Cervantes (floor w/ushers)



OFFICE OF EVENT MANAGEMENT

	<input type="checkbox"/> Blocking non guest areas- Fay (student ambassadors support) <input type="checkbox"/> Seniors remain in loft area- Advisors/ Morton/ Ornelas <input type="checkbox"/> Light music playing- Mick	
03:55 PM (5 min)	Stage Call for Program Participants: <input type="checkbox"/> Assemble seniors in the upper loft in processional order- Advisors/ Ornelas/ Morton <input type="checkbox"/> Stage- Mike	Advisors: <ul style="list-style-type: none"> • Judith Borcelis • Megan Cook • Jose Reynaga
04:00 PM (15 min)	Processional <ul style="list-style-type: none"> • 12th Graders • Advisors Sound (Terrizzi) <ul style="list-style-type: none"> • Pomp & Circumstance 	12th Graders Advisors: <ul style="list-style-type: none"> • Judith Borcelis • Megan Cook • Jose Reynaga
04:15 PM (2 min)	Opening Remarks	Maddox Wong Student Board Chair Devin Barnett Student Board Vice Chair
04:17 PM (2 min)	Student Welcome	Hannah Gonzales Class of 2023 Salutatorian
04:19 PM (3 min)	Board & Founder's Welcome	Rochelle Benning Co-Founder and Board Chair East Bay Innovation Academy
04:22 PM (4 min)	Student Performance Song: Daydreaming by Avaya	Jaquelin Anaya
04:26 PM (3 min)	Principal's Address	Rodolfo Ornelas Upper School Principal
04:29 PM (20 min)	Student Awards	Presenters: <ul style="list-style-type: none"> • Mike Calhoun • Megan Cook • Jamia Morton • Rodolfo Ornelas
04:49 PM (6 min)	Student Commencement Speakers	Jack Jacobson Taylor Davis
04:55 PM (3 min)	Valedictorian Address	Daniel Matsushita Class of 2023 Valedictorian
04:58 PM (3 min)	Faculty Charge	Casey McAlduff Former EBIA Teacher
05:01 PM (45 min)	Conferring of Diplomas	Advisors: <ul style="list-style-type: none"> • Judith Borcelis • Megan Cook



OFFICE OF EVENT MANAGEMENT

		<ul style="list-style-type: none"> • Jose Reynaga <p>Administrators</p> <ul style="list-style-type: none"> • Rodolfo Ornelas • Mike Calhoun
05:46 PM (2 min)	Closing Remarks	Mike Calhoun Upper School Dean of Students
05:48 PM (5 min)	Recessional Song: TBD	12th Grade Graduates Advisors: <ul style="list-style-type: none"> • Judith Borcelis • Megan Cook • Jose Reynaga
06:00 PM (15 min)	Facility Clean Up MOD- Romero (ensure vendors arrive for breakdown) <ul style="list-style-type: none"> <input type="checkbox"/> Pick up trash and debris- ALL <input type="checkbox"/> Fold chairs and lay flat- ALL <input type="checkbox"/> Break down stage assemble- Fay <input type="checkbox"/> Step and Repeat- Mike/ Marley <input type="checkbox"/> Check-in area breakdown- Herrera/ Sanchez <input type="checkbox"/> Green room clean up- Ornelas/ Morton <input type="checkbox"/> Audio breakdown and transport to lower school- Noel/ Diaz/ Marley/ Terrizzi **spotlights as well! 	Operations & Administration
06:30 PM (60 min)	Load Out	Various Vendors

Production Meetings-Thursdays, May 25th Deans will review this document with teams.

Lower School Team:

- 8th grade Advisors
- Jabson
- Cervantes
- Terrizzi
- Diaz

Upper School Team:

- 12th grade Advisors
- Marley
- Romero
- Ornelas
- Morton
- Mike

Coversheet

Culture and Climate Update

Section: III. Academic Excellence
Item: C. Culture and Climate Update
Purpose: Discuss
Submitted by:
Related Material: Examination Panorama Data - 2023.pdf

Panorama Survey Results 2023

Stakeholder	SEL Metric - Survey Data 2023	LS 22-23	Increase	US 22-23	Increase
Student	Climate of Support for Academic Learning	69%	-10	75%	-3
Student	Knowledge and Fairness of Discipline, Rules and Norms	62%	-5	69%	-4
Student	Safety (physical and emotional)	53%	-26	76%	+2
Student	Sense of Belonging	52%	-4	57%	+1
Student	Growth Mindset	67%	+7	59%	-1
Student	Self-Efficacy	62%	+11	48%	-1
Student	Self-management	62%	0	61%	-7
Student	Social-awareness	56%	-9	58%	-3
Stakeholder	SEL Metric - Survey Data 2023	LS/US 22-23			Increase
Teacher	Educating All Students	74%			-8
Teacher	Cultural Awareness and Action	71%			+12
Teacher	Teaching Efficacy	66%			+1
Teacher	Resources for Student Support	46%			+8
Teacher	School Leadership	50%			+6
Teacher	School Climate	59%			+4
Teacher	Belonging	54%			0
Teacher	Feedback and Coaching	43%			+18

	Well above national average	80th-99th
	Above national average	60-79th
	Average	40-59
	Below national average	20-39
	Well below national average	0th-19th Percentile

Panorama Survey Results 2023

Stakeholder	SEL Metric - Survey Data 2023	LS 22-23	Increase	US 22-23	Increase
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Teacher	School Climate	59%			+4
Teacher	Belonging	54%			0
Teacher	Feedback and Coaching	43%			+18

	Well above national average	80th-99th
	Above national average	60-79th
	Average	40-59
	Below national average	20-39
	Well below national average	0th-19th Percentile

Coversheet

LCAP Update

Section: III. Academic Excellence

Item: D. LCAP Update

Purpose: Discuss

Submitted by:

Related Material:

2023_LCAP_Local_Performance_Indicator_Self-Reflection_East_Bay_Innovation_Academy_2023
0529.pdf

LCAP_Board Update - May 2023.pdf



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Miranda Thorman Executive Director	miranda.thorman@eastbayia.org 510-577-9557

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	6	20%
Vacant Teacher Positions	2	7%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

EBIA's strengths include (1) On-going Family communication: The implementation of Parent Square for increased and improved school wide communication. We are actively able to track the level of engagement to ensure that 100% of families can be contacted at all times. The tool has been used effectively by the lower school team to effectively communicate the details of events such as school dances, PAC sponsored community, and other school wide events throughout the year. (2) Opportunities for parent leadership and involvement: EBIA's parent involvement activities also include the Parent Action Committee (PAC), which has established clear roles for family members to participate in school event. (3) Individualized collaboration between families, students, and staff: Through our Personalized Learning Plans, family members meet with their child and advisor twice per year to review trimester grades, discuss MAP scores, and set/review goals/progress. (4) Improved Support and Communication for Spanish Speaking Families: EBIA has improved our ability to communicate with Spanish speaking families through translated weekly newsletters and simultaneous in person and virtual meetings.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

EBIA's areas of improvement include: (1) Engaging families in the review of student achievement data is still an area of growth that we will need to focus on during the next school year. Families currently receive MAP and SBAC scores by mail and are reviewed during student conference meetings at the end of the first and second trimester. Families also have real-time access to grades and assignments on Echo, which is our school LMS platform. As we move into the 2023-2024 school year, we will consider ways to use the Cafecitos to engage families in the review of student achievement data. (2) Recognizing the importance of engaging families and creating a welcoming environment. The

school has implemented several initiatives such as game nights, multi-cultural events on campus, campus wide clean up events, and monthly family meetings known as Cafecitos. The Cafecito events serve as a platform to share best practices for student success, review school wide events, and strengthen partnerships with families.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EBIA recognizes the importance of focusing our engagement relative to underrepresented families, especially in relation to advising and partnering with our teachers and leaders to improve outcomes for our underrepresented students. We will target this in 23-24 through increased efforts to engage families to provide feedback in multiple forums including our Panorama survey, focus groups, and Cafecito's focused on the needs of underrepresented learners and their families. These continued efforts will provide opportunities for dialogue to make continuous school wide improvements.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EBIA's strengths include (1) individualized collaboration between families, students, and staff: Through our Personalized Learning Plans, family members meet with their child and advisor twice per year to review trimester grades, discuss MAP scores, and set/review goals/progress, (2) the use of technology to improve communication and resources between home and school. Through our ECHO LMS system, families have consistent access to view student assignments, grades, and progress. The school provides annual training and on-going support for families to access this resource.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

While EBIA has made progress in sharing and discussing student achievement and experience data with our board (which includes parent representatives), we recognize to extend this practice to all families in order to better engage them in the support of all students. EBIA will focus on using our Cafecito's as a forum for these data sessions.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

While EBIA has made progress in sharing and discussing student achievement and experience data with our board (which includes parent representatives), we recognize to extend this practice to all families in order to better engage them in the support of all students. EBIA will focus on using our Cafecito's as a forum for these data sessions.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Families at EBIA are encouraged to provide input through Cafecito's, family surveys (Panorama), and twice annual Personalized Learning Plan meetings. The EBIA board of directors also includes EBIA parents. EBIA's Parent Advisory Council (PAC) typically meets every other month. The PAC primarily supports the school through events such as Spring Fest, and cultural events such as Lunar New year.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

EBIA recognizes the need to more authentically engage our families as advisors and decision makers in our school. This year, post-pandemic, we revived our PAC and primarily focused this group on community events. We recognize the potential of this group to serve an even greater function.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

EBIA will expand the purpose of the PAC in order to include more opportunities for families to act as advisors and decision makers relative to improving student and family outcomes and experiences. We will also leverage our PAC to increase the participation of all families in providing input to the school through surveys, focus groups, and other mechanisms.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The Panorama survey was administered to students, staff, and families between March and April of 2023. While the results are still preliminary and being analyzed by stakeholders, our initial data and learners are as follows:

In reviewing our student responses, our Upper School campus saw improvements in three areas: (1) Climate of Support for Academic Learning, (2) Safety, (3) Sense of Belonging. Our Lower School Campus saw improvements in two areas: (1) Growth Mindset, (2) Self-Efficacy. Areas of concern that require additional analysis and action planning are: Upper School: (1) Growth Mindset, (2) Social Awareness. Lower School (1) Student safety in the lower school, (2) Climate of Support for Academic Learning.

Teacher responses showed growth and progress in the areas of (1) Cultural Awareness and Action, (2) Feedback and Coaching, and (3) Resources for Student Support. Areas of concern for teachers include: (1) Educating all students, and (2) Teacher Efficacy.

Family surveys are still in progress at the time of writing this LCAP. Our deadline for administering this survey was extended several times. EBIA recognizes the need to better engage families in order to participate in this important data collection process.

The School Leadership will further disaggregate and use this data to identify a set of school wide priorities for school year 23-24.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

EBIA uses an array of data sources to track access, progress, and needs of English Language Learners, students with special needs, foster youth, and student sub-groups, including MAP, SBAC, LPAC, AP Scores, course enrollment, transcript reviews, and trimester pass-fail rates.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

EBIA provides access to AP and A-G classes. The school offers an annual course information night for students and their families. Students are provided support through advisory to ensure appropriate course selection. In our upper school, the Director of College and Career Readiness and the Administrative team conduct tri-annual transcript and grade reviews to ensure students are on track and identify students in need of support and/or credit recovery. At both upper and lower school, teachers provide office hours and Individualized learning Time (ILT) 2x's per week to provide students with additional support to master course content. English language learners are identified through the LPAC and provided with additional pull-out supports and services based on their EL classification. In our Lower School, grade level teams meet weekly to discuss student supports and to implement student success team (SST) processes and services. Summer Bridge classes are offered to students in grades 6-12 to support credit and/or skills recovery.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

In our Upper School campus, due in part to our rigorous course requirements which go above the California A-G requirements, we have found that students fall behind in graduation requirements when they fail a semester. EBIA recognizes the need to provide more robust pro-active and systematized supports to prevent students from failing classes. This may include the implementation of grade level teams that parallel the supports that exist at our lower school campus. In addition, EBIA recognizes the need for an improved approach to ensure credit recovery that will enable all students to meet graduation requirements.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

EBIA will focus on improving tier 2 student supports, particularly in our Upper School. This may include but is not limited to (1) implementation of grade level team structures and weekly review review systems to identify students in need of additional supports and/or SST processes, (2) tri-annual transcript and grade reviews to identify students in need of credit recovery supports, (3) creation of on-going credit-recovery structures and roles/responsibilities for specific personnel, and (4) design/maintenance of personalized credit recovery plans for students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCAP Board Update

May 31, 2023



EAST BAY
INNOVATION
ACADEMY

Agenda

- LCAP Background
- LCAP Timeline & Engagements
- LCAP Self Reflection Highlights
- EBIA Goals Annual Update
- Looking Ahead SY 2023-2024

LCAP Background

Local Control and Accountability Plan (LCAP)

- LCAP is a strategic planning tool to achieve local/state priorities in education
- To be aligned with budget for Local Control Funding Formula (LCFF) funds (per-pupil funding)
- California School Dashboard provides framework for assessing how schools are meeting needs of all students
- SY 22-23 EBIA per pupil LCFF funding: \$10,118/ADA

LCAP Performance Standards

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

LCAP Performance Standards for LEAs

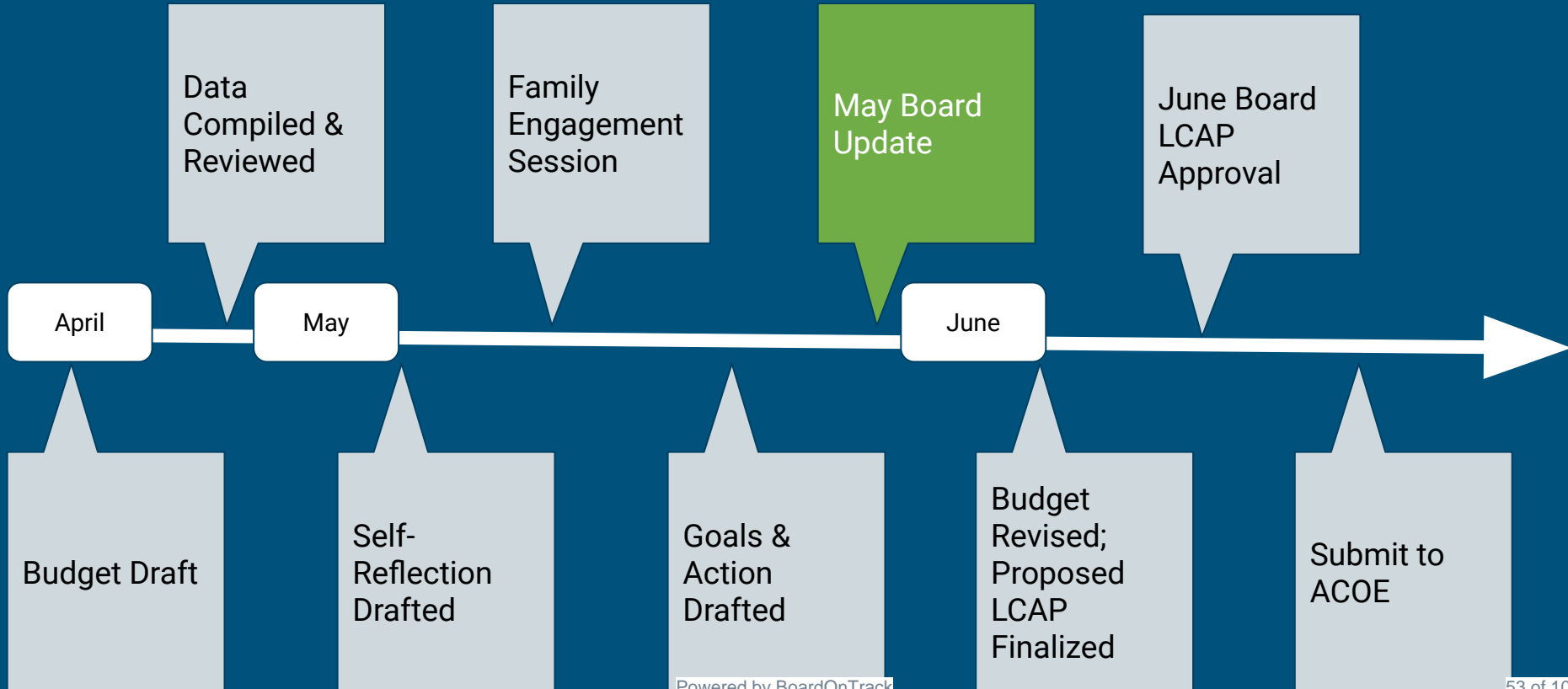
- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)
- Implementation of State Academic Standards (LCFF Priority 2)
- Parent and Family Engagement (LCFF Priority 3)
- School Climate (LCFF Priority 6)
- Access to a Broad Course of Study (LCFF Priority 7)

EBIA's Local LCAP Goals

1. Provide and maintain basic services for students and school.
2. Create a culture of caring and responsibility where students feel safe and supported.
3. Provide a coherent 21st century program that offers new, innovative and alternative educational experiences.
4. Maintain very high attendance to ensure school receives state money, via ADA, to succeed.

LCAP Timeline & Engagements

LCAP Timeline & Engagements



LCAP Performance Standards Self Reflection Highlights

LCFF Priorities: Self Reflection

LCFFP LEA Priorities	Glows	Grows
<p>Priority 1: Teacher Assignments, Materials, Facilities</p>	<ul style="list-style-type: none"> • Students have access to materials • No facilities deficiencies 	<ul style="list-style-type: none"> • Teacher misassignment (6)
<p>Priority 2: Implementation of State Academic Standards</p>	<ul style="list-style-type: none"> • Providing professional learning, Instructional materials, and supports to implement ELA, Math, NGSS, and History standards 	<ul style="list-style-type: none"> • ELD materials and supports for teachers to implement ELD standards/frameworks
<p>Priority 3: Parent & Family Engagement</p>	<ul style="list-style-type: none"> • On-going family communication • Structures for Family Engagement: PLPs, PAC, and Cafecitos 	<ul style="list-style-type: none"> • Leveraging existing structures to partner with and ensure the engagement of under-represented families esp. to improve student outcomes • Involving families to provide input in decision making
<p>Priority 6: School Climate</p>	<ul style="list-style-type: none"> • On-going family communication • PLPs and PAC 	<ul style="list-style-type: none"> • Family participation in Panorama Survey • Safety (LS), Growth Mindset (US)
<p>Priority 7: Access to a Broad Course of Study</p>	<ul style="list-style-type: none"> • Access to A-G and a range of AP classes • Supports for students through office hours and ILT 	<ul style="list-style-type: none"> • Better systems to ensure proactive academic support for US students and on-going credit recovery options

LEA Goals

22-23 Goals

1. Provide and maintain basic services for students and school.
2. Create a culture of caring and responsibility where students feel safe and supported.
3. Provide a coherent 21st century program that offers new, innovative and alternative educational experiences.
4. Maintain very high attendance to ensure school receives state money, via ADA, to succeed.

1. Provide and maintain basic services for students and school

- Do we have qualified teachers providing instruction?
- How are our students performing and improving academically?

Do we have qualified teachers providing instruction?

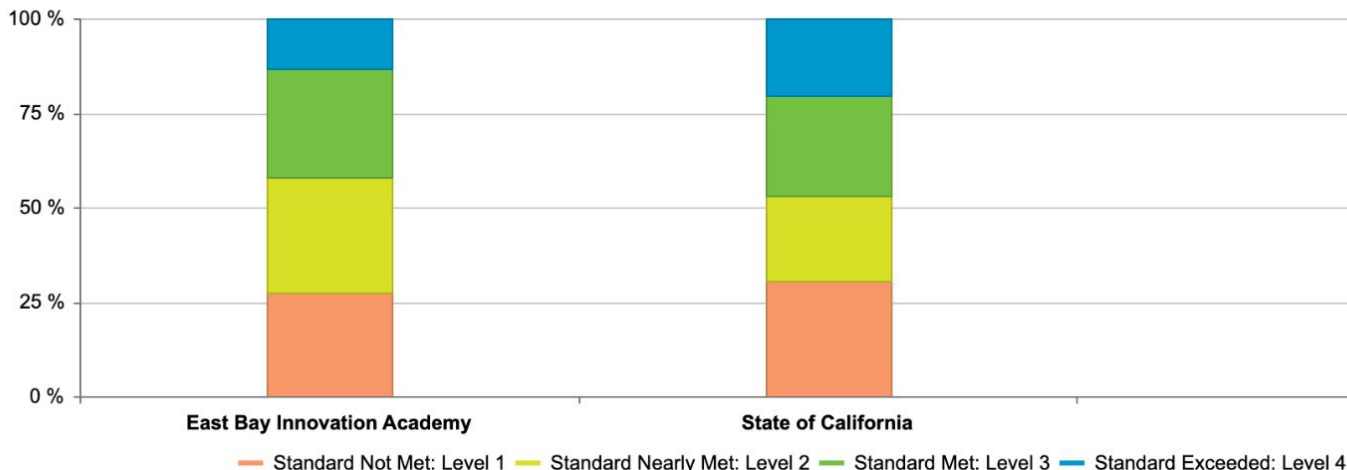
Authorization/Assignment	School Number 21-22	School Percent 21-22	School Number 22-23	School Percent 22-23
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	56%	23	77%
Intern Credential Holders Properly Assigned	1.5	5%	0	0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8	27%	6	20%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	0	0%
Unknown	3.5	12%	1	3%
Total Teachers	29	--	30	--

How are our students performing and improving academically?

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

2021–22 Achievement Level Distribution - All Grades

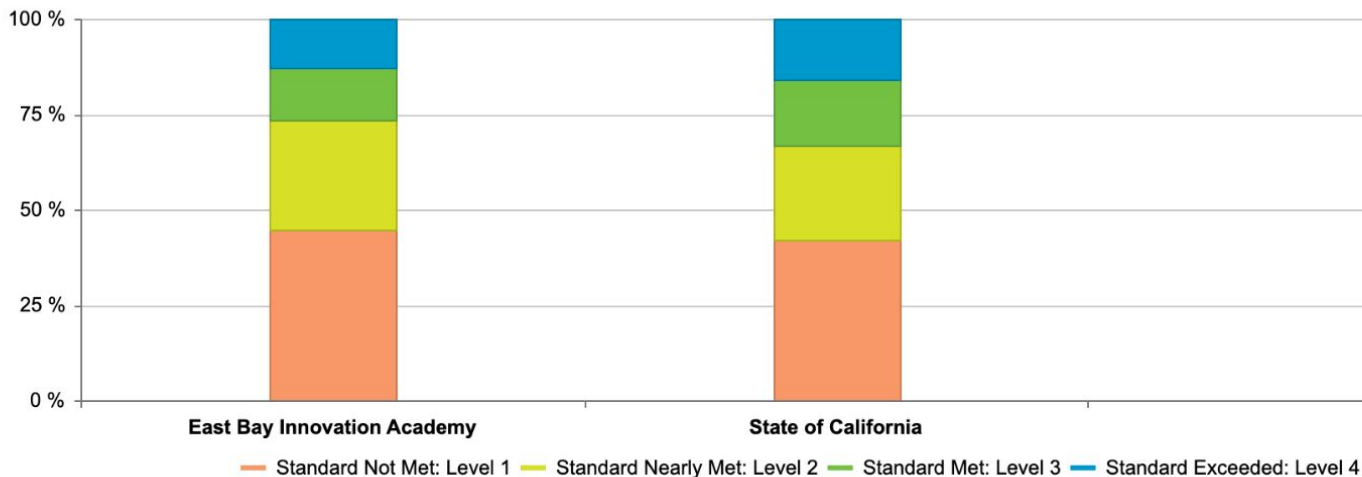


How are our students performing and improving academically?

MATHEMATICS

▼ Data Detail - All Students (accessible data)

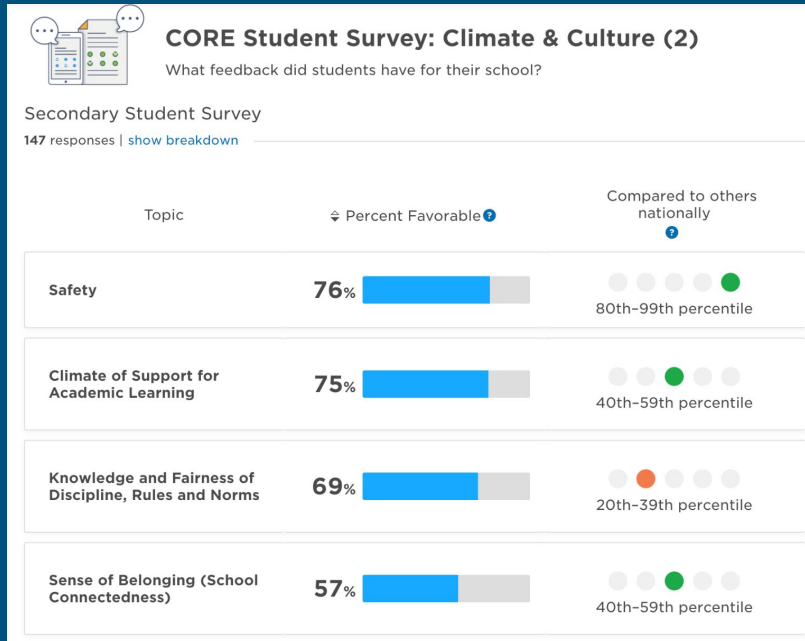
2021–22 Achievement Level Distribution - All Grades



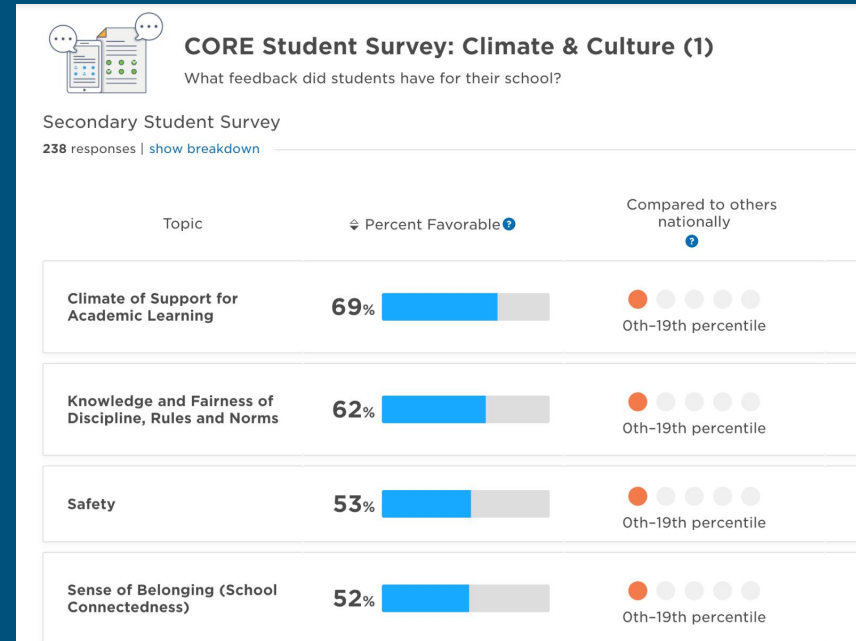
Questions and/or Feedback

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

Upper School Survey Data 2023:



Lower School Survey Data 2023:



Questions and/or Feedback

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

- Are we providing rigorous courses?
- Are we providing extracurricular activities?
- What accomplishments have students achieved this year?

Are we providing rigorous courses?



2023-2024 Upper School Course Catalog

History "A"	English Language Arts "B"	Math "C"	Science "D"	LOTE "E" <small>May enroll in languages other than spanish from approved sources</small>	Art "F"	Electives "G"	Fitness "G"	CTE Program and AP Capstone Diploma
World History	ELA 9	Algebra I	Biology	Spanish I	CSDI 1: CS and Digital Design	CSDI 4: Senior Seminar	Fitness	Comp Sci and Design Innovation CTE Course Sequence P.2 AP Capstone™ Diploma Sequence P.2BB
AP World History	ELA 10	Geometry	AP Environ.	Spanish II	Journalism & Media Production	Linked Learning Ambassadors: Leadership		
US History	ELA 11	Financial Algebra	Physics	AP Spanish Language		AP Research		
AP US History	AP Seminar	Statistics	AP Physics	AP CS Principles		Ethnic Studies		
Gov. & Econ	AP Language	Pre-Calculus	Chemistry			Cyber Security	Anatomy & Physiology	
	ELA 12	AP Calculus AB	AP Comp Sci- A				Robotics	
						Health & Fitness		
EBIA Graduation Requirements								
History "A" 3 years	ELA "B" 4 years	Math "C" 4 years	Science "D" 4 years	Language other than English "E" 2 years	Art "F" 1 years	Elective "G" 1 year	Fitness 1 year	
University of California A-G Requirements								
2 years	4 years	3 years	3 years	2 years	1 year	1 year	N/A	

Are we providing rigorous courses?

CTE Pathway: Computer Science & Design Innovation

All students at EBIA are required to enroll in the 4 year CSDI sequence starting in 9th grade:

- **9th grade:** CSDI 1: Computer Science & Digital Design
- **10th/11th grade:** APCSP (Big Picture CS), Robotics, or Cyber Security
- **12th grade:** CSDI 4: Senior Seminar and one of the following
 - Internship
 - Dual Enrollment at Community College
 - APCSA (Java Programming)

Student Achievements

- Genesys Works Internships
- Posse Scholarship Recipients
- Questbridge Scholarship Winner
- Oakland Promise Winners
- 2022 APCSA Female Diversity Award
- Student of the Month Awards
- Science Olympiad
 - Upper school placed 18 out of 43 competing teams
 - Lower school placed 5th place and earned 17 medals

SY 2022-2023 College Admissions

Berkeley City College
California College of the Arts
California Polytechnic State University-San Luis Obispo
California State Polytechnic University-Pomona
California State University-Channel Islands
California State University-Chico
California State University-East Bay
California State University-Fresno
California State University-Fullerton
California State University-Long Beach
California State University-Los Angeles
California State University-Monterey Bay
California State University-Northridge
California State University-Sacramento
California State University-San Bernardino
California State University-San Marcos
California State University-Stanislaus
Chabot College
Dillard University
Foothill College
Grambling State University

Hawaii Pacific University
Humboldt State University
Laney College
Merritt College
Michigan State University
Orange Coast College
Oregon Institute of Technology
Oregon State University
Portland State University
Reedling College
Rensselaer Polytechnic Institute
Saint Mary's College of California
San Diego State University
San Francisco State University
San Jose State University
Savannah College of Art & Design - SCAD
Shasta College
Sonoma State University
The Evergreen State College
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-Merced
University of California-Riverside

University of California-Santa Barbara
University of California-Santa Cruz
University of Colorado Denver
University of Hawaii at Manoa
University of Oregon
University of Pennsylvania
University of Washington-Seattle Campus
Shasta College
Sonoma State University
The Evergreen State College
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-Merced
University of California-Riverside
University of California-Santa Barbara
University of California-Santa Cruz
University of Colorado Denver
University of Hawaii at Manoa
University of Oregon
University of Pennsylvania
University of Washington-Seattle Campus

Questions and/or Feedback

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

March ADA:

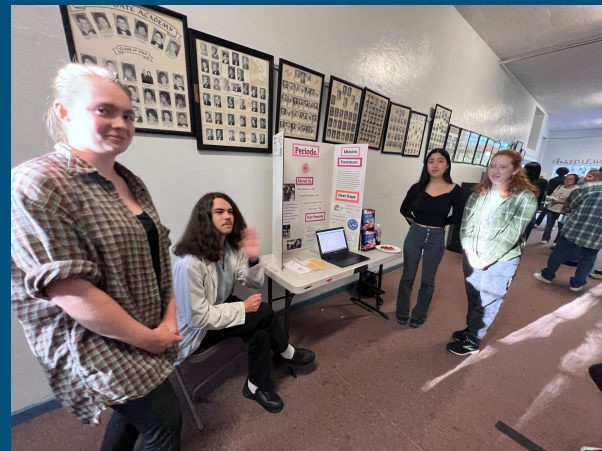
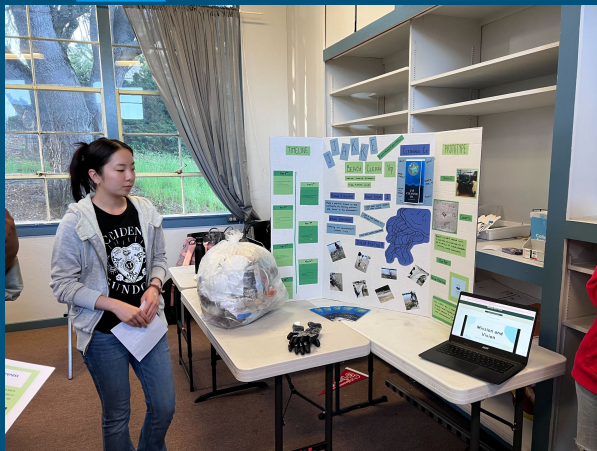
Grade Level	ADA	ADA %
6	73	96%
7	105	97%
8	100	97%
9	69	94%
10	58	97%
11	33	92%
12	57	90%
Total	495	95.1%

Questions and/or Feedback

Looking ahead to SY 2023-2024: What actions should we take to make progress on these goals?

1. Provide and maintain basic services for students and school.
2. Create a culture of caring and responsibility, where students feel safe and supported.
3. Provide a coherent 21st century program that offers new, innovative and alternative educational experiences.
4. Maintain very high attendance to ensure school receives state money, via ADA, to succeed.

School Wide Events- Senior Symposium



School Wide Events- 7th & 8th Grade Dance



Thank you for your time!



Coversheet

East Bay Innovation Academy - Finance Update

Section: IV. Finance and Development
Item: A. East Bay Innovation Academy - Finance Update
Purpose: Discuss
Submitted by:
Related Material: EBIA April 2023 Financial Report.pdf

East Bay Innovation Academy Board Financial Update

BRYCE FLEMING & MIKE POCRNICH
MAY 31TH, 2023



Contents



1. FY23 Forecast Update
2. April 2023 YTD Financial Performance
3. Governor May Revise
4. FY24 Draft Budget

FY23 Forecast Update





2022-23 Forecast Update

March forecast reflects an operating surplus of \$65k for 2022-23



2022-23 Forecast Update



		2022-23	2022-23	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,591,007	5,563,169	(27,838)
	Federal Revenue	518,547	609,529	90,983
	Other State Revenues	1,537,724	1,552,216	14,492
	Local Revenues	489,839	504,829	14,990
	Fundraising and Grants	167,400	80,000	(87,400)
	Total Revenue	8,304,517	8,309,743	5,227
Expenses	Compensation and Benefits	5,420,615	5,462,363	(41,748)
	Books and Supplies	429,918	344,295	85,623
	Services and Other Operating	2,301,728	2,438,530	(136,803)
	Other Outflows	-	-	-
	Total Expenses	8,152,261	8,245,188	(92,927)
	Operating Income	152,256	64,555	(87,700)
	Beginning Balance (Audited)	2,029,603	2,029,603	-
	Operating Income	152,256	64,555	(87,700)
	Ending Fund Balance (incl. Depreciation)	2,181,859	2,094,158	(87,700)
	Ending Fund Balance as % of Expenses	26.8%	25.4%	-1.4%

April 2023 Financial Performance



April 2023 YTD Financial Performance



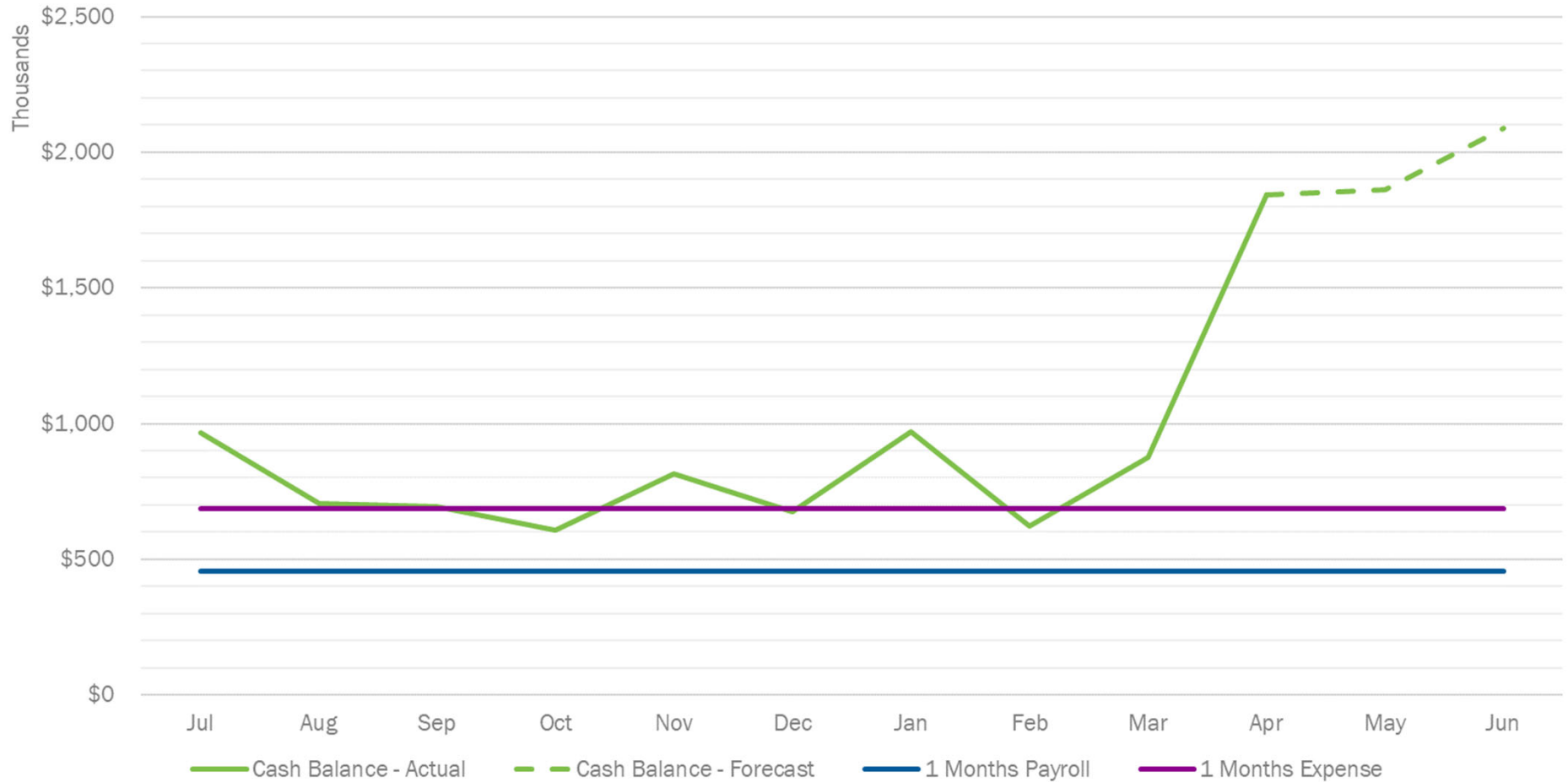
Hold Harmless revenue of \$569k received in April

		2022-23	2022-23	% Spent
		Current Forecast	Actuals YTD	
Revenue	LCFF Entitlement	5,563,169	4,234,560	76%
	Federal Revenue	609,529	271,583	45%
	Other State Revenues	1,552,216	1,293,845	83%
	Local Revenues	504,829	70,706	14%
	Fundraising and Grants	80,000	54,114	68%
	Total Revenue	8,309,743	5,924,807	71%
Expenses	Compensation and Benefits	5,462,363	4,647,969	85%
	Books and Supplies	344,295	285,627	83%
	Services and Other Operating	2,438,530	1,906,272	78%
	Other Outflows	-	11,967	
	Total Expenses	8,245,188	6,851,835	83%
	Operating Income	64,555	(927,027)	
	Beginning Balance (Audited)	2,029,603	2,029,603	
	Operating Income	64,555	(927,027)	

2022-23 Forecasted Cash Balances



EBIA cash balance will increase during Q4



2023-24 CA May Revise



May Revise Summary

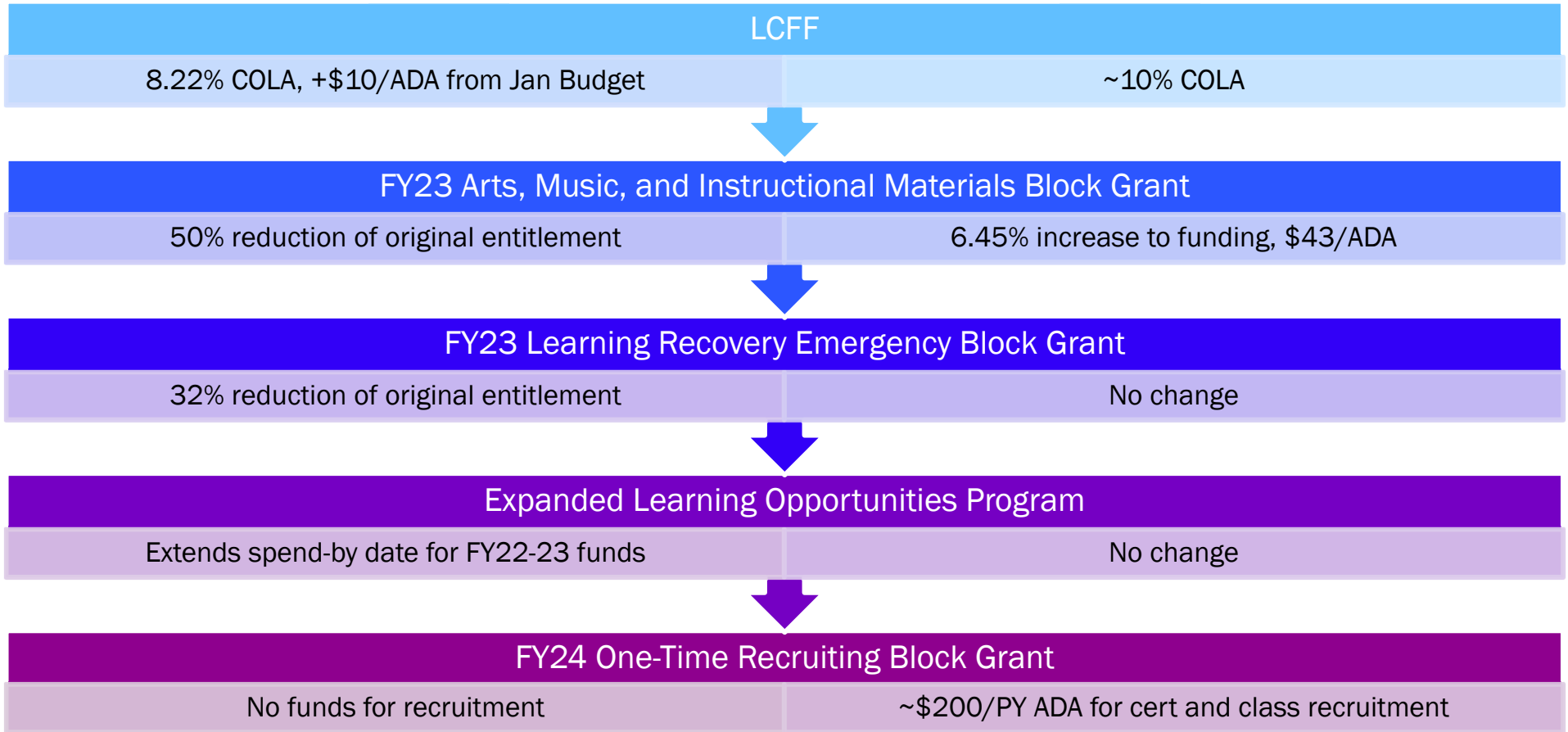
Immaterially higher COLA

Further claw backs to FY23 one-time funding

Extends ELOP spending timeline for FY22 & FY23 funds

	May Revise	January Proposal
LCFF COLA	8.22%	8.13%
Arts, Music, Instruc Block Grant	1.8B	2.3B
Learning Recovery Block Grant	5.4B	7.9B
Equity Multiplier	\$300M	\$300M
ELOP	\$4B	\$4B

Budget Proposal – Governor vs. State Senate



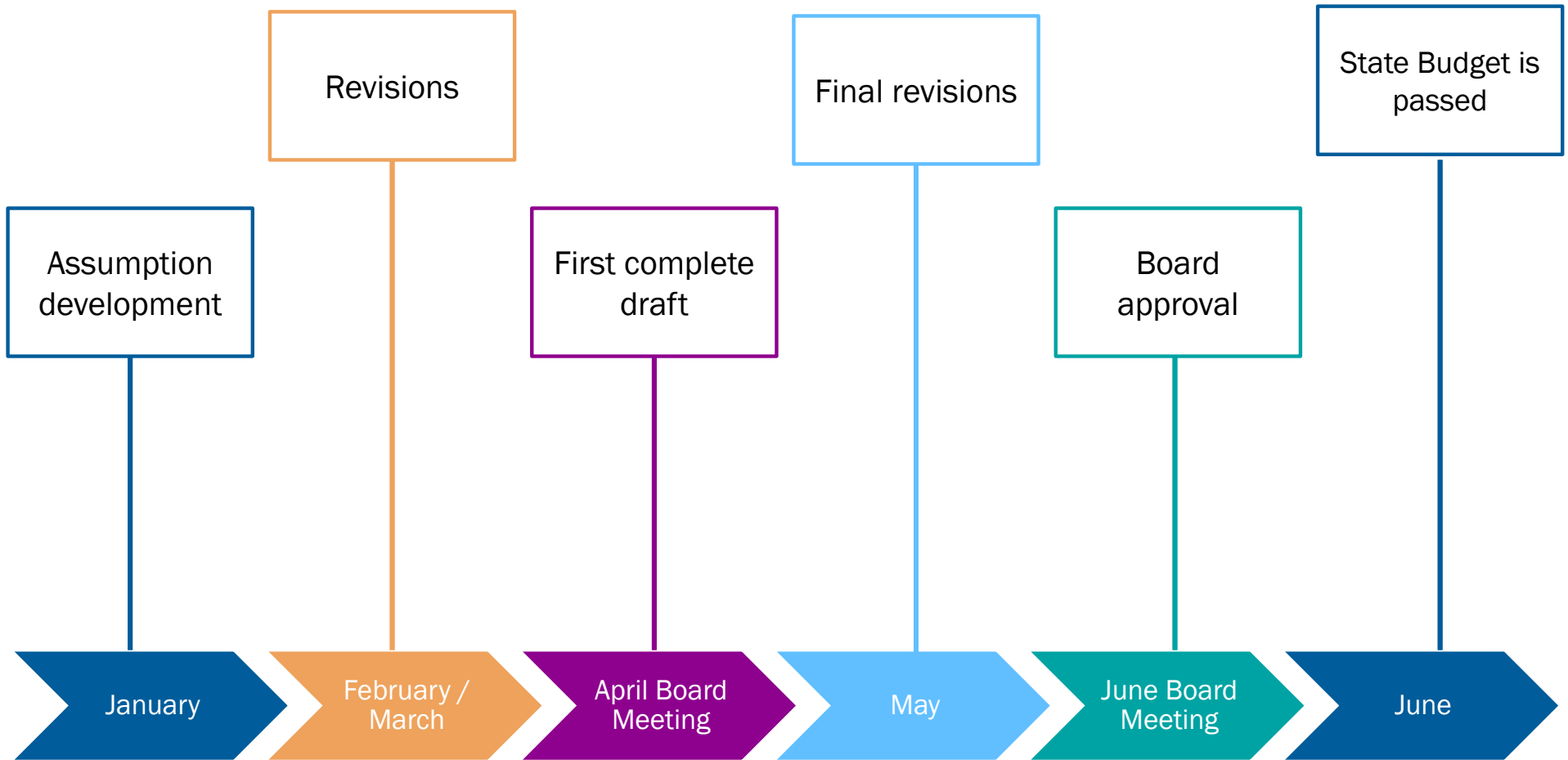
Senate plan would require corporate tax hike, Newsom has stated opposition to raising taxes to fund budget

2023-24 Draft Budget



Budget Development

Process begins in late winter/early spring with budget approval by June 30



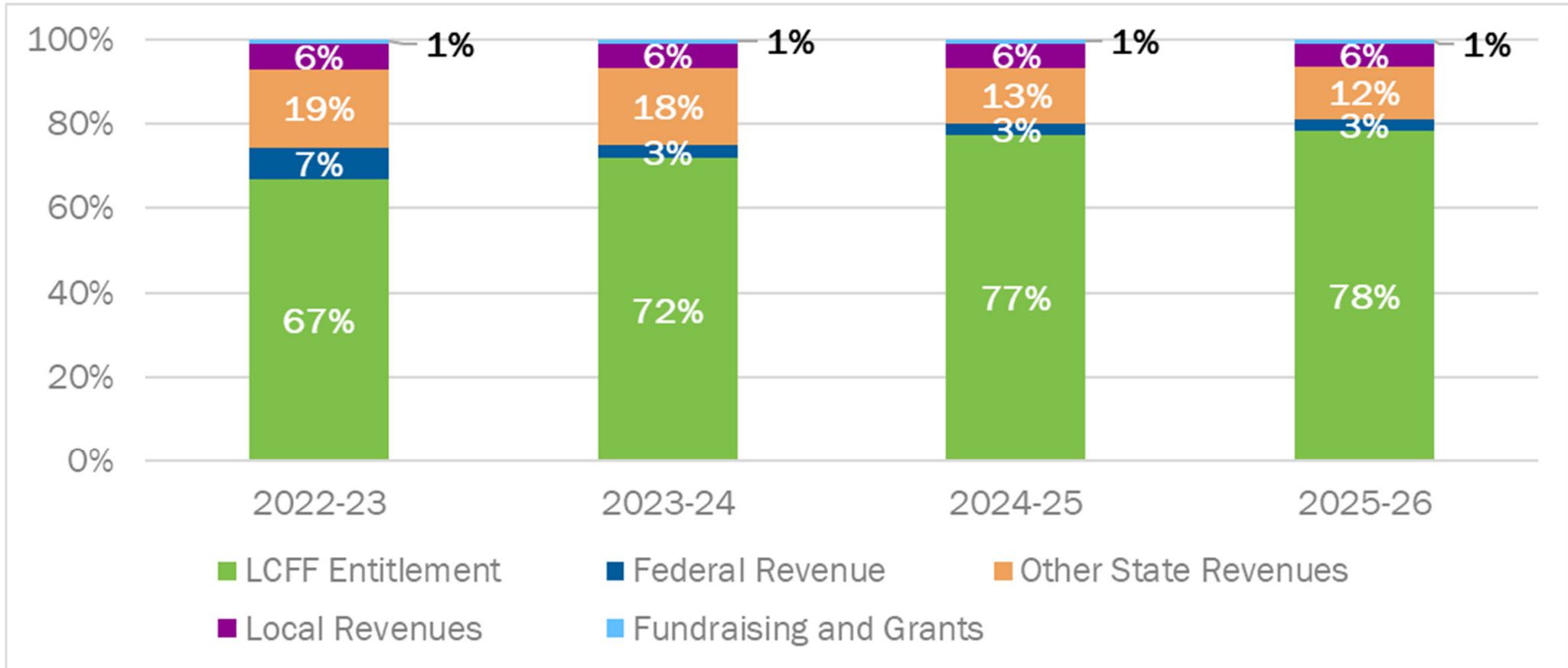
MYP Forecast

Forecast reflects potential block grant reductions of \$311K

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,563,169	6,384,109	7,076,707	7,345,017
	Federal Revenue	609,529	282,340	252,701	259,391
	Other State Revenues	1,552,216	1,601,039	1,180,764	1,134,343
	Local Revenues	504,829	505,881	505,964	505,996
	Fundraising and Grants	80,000	80,000	80,000	80,000
	Total Revenue	8,309,743	8,853,368	9,096,136	9,324,748
Expenses	Compensation and Benefits	5,462,363	6,375,721	6,476,017	6,692,622
	Books and Supplies	344,295	370,801	393,987	404,303
	Services and Other Operating	2,438,299	2,017,294	2,073,147	2,130,132
	Depreciation	-	-	-	-
	Other Outflows	-	-	-	-
	Total Expenses	8,244,956	8,763,816	8,943,150	9,227,058
	Operating Income	64,787	89,552	152,986	97,690
	Beginning Balance (Audited)	2,029,603	2,094,390	2,183,942	2,336,928
	Operating Income	64,787	89,552	152,986	97,690
	Ending Fund Balance (incl. Depreciation)	2,094,390	2,183,942	2,336,928	2,434,618
	Ending Fund Balance as % of Expenses	25.4%	24.9%	26.1%	26.4%

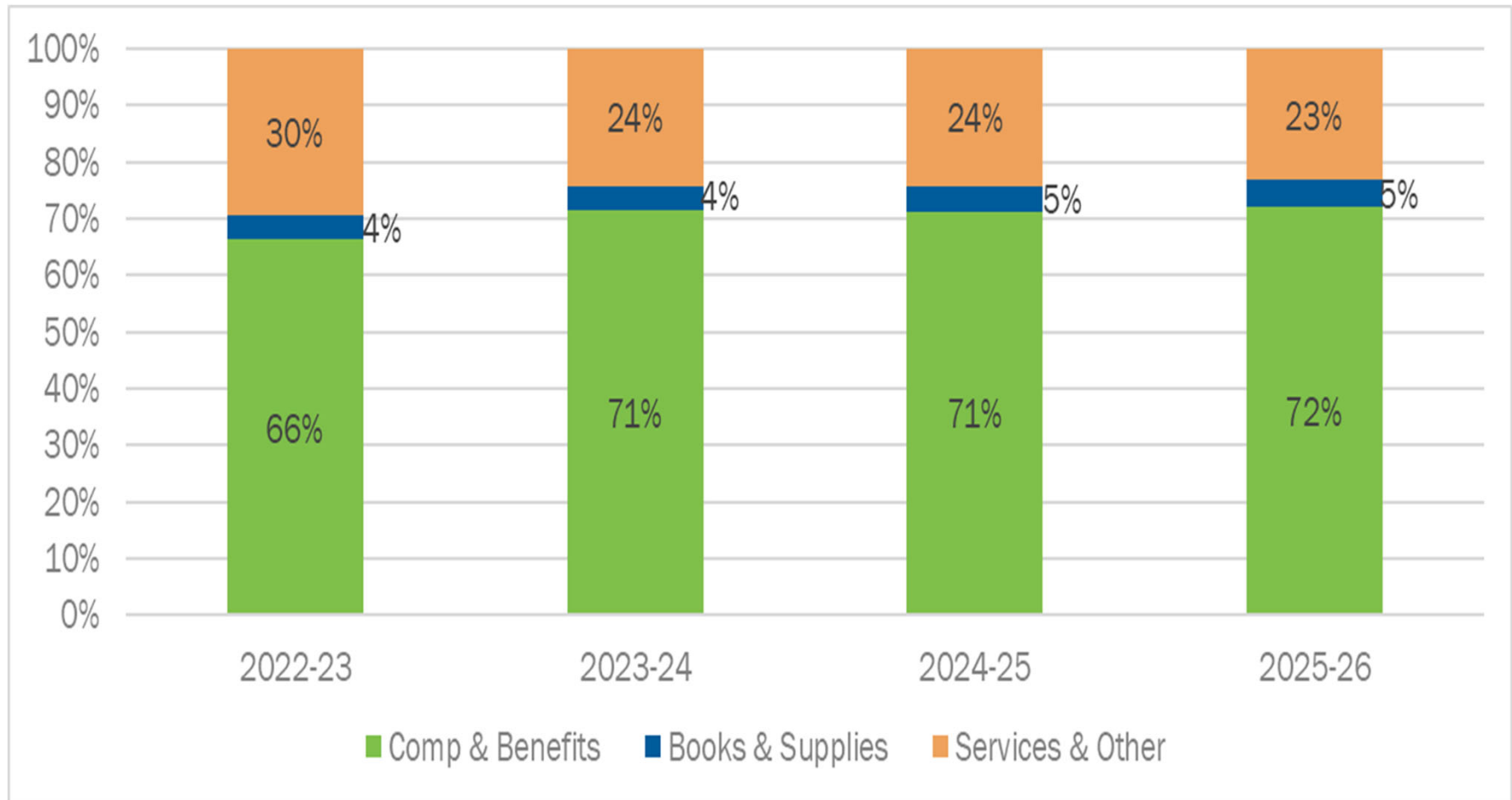
Percent Distribution of Budget

LCFF revenue dependence increases as one-time funds are exhausted



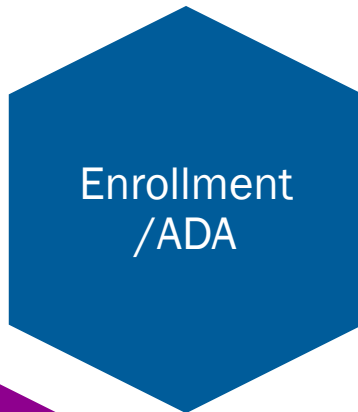
Percent Distribution of Budget

Shift in contracted ED to staff ED in FY24



EBIA FY24 Preliminary Budget Assumptions

Student assumptions



- Enrolled: 557
- ADA %: 95%
- ADA: 529



- Unduplicated: 201/36.02%
- FRL: 206/36.97%
- ELL: 51/9.10%



- Enrollment: 30 additional students
- Unduplicated: No change from FY23 percentage
- FRL: No change from FY23 percentage
- ELL: No change from FY23 percentage

EBIA FY24 Preliminary Budget Assumptions

Revenue Assumptions



LCFF &
State
Revenue

Federal
Revenue

Local &
Fundraising
Revenue

- LCFF COLA: 8.22%
- State one-time revenue: \$548k
 - Learning Recovery (\$94k)
 - Arts, Music, and Instruction (\$339k)
 - Educator Effectiveness (\$115k)
- Other state revenue consistent with FY23 levels
- Title consistent with FY23 levels
- ESSER one-time revenue exhausted in FY24
- Federal SPED consistent with FY23 levels
- NSLP revenue consistent with FY23 levels
- Measure N: \$350k
- Measure G1: \$64k
- Fundraising: \$80k

EBIA FY24 Preliminary Budget Assumptions

Expenditure Assumptions



- ETA Staff: 5%-7% salary increases
- Classified Staff: 3% salary increase
- Admin Staff: 1.5% salary increase
- Addition of retention bonus (4%), signing bonus, and dependent care stipend (total \$167k)
- Teacher FTE: 35
- Admin FTE: 6
- Support Staff FTE: 17.25
- Health insurance increase: 9%
- STRS rate unchanged
- COLA: 2%
- Increase in facility lease - \$38k
- Addition of credential support - \$30k
- Shift from contracted ED to salaried ED
- Other expenses forecast based on FY23 levels

East Bay Innovation Academy
Income Statement
As of Apr FY2023

	Actual			YTD	Budget						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	353,946	733,427	489,115	4,234,560	5,408,861	5,591,007	5,563,169	(27,838)	154,308	1,328,609	76%
Federal Revenue	23,748	45,239	72,645	271,583	583,738	518,547	609,529	90,983	25,792	337,947	45%
Other State Revenues	5,322	251,726	672,309	1,293,845	1,569,566	1,537,724	1,552,216	14,492	(17,349)	258,371	83%
Local Revenues	7,420	11,794	17,777	70,706	504,749	489,839	504,829	14,990	80	434,122	14%
Fundraising and Grants	-	8,857	2,617	54,114	170,000	167,400	80,000	(87,400)	(90,000)	25,886	68%
Total Revenue	390,436	1,051,044	1,254,463	5,924,807	8,236,912	8,304,517	8,309,743	5,227	72,831	2,384,936	71%
Expenses											
Compensation and Benefits	474,129	472,049	469,517	4,647,969	5,650,904	5,420,615	5,462,363	(41,748)	188,541	814,394	85%
Books and Supplies	31,649	58,342	15,642	285,627	434,895	429,918	344,295	85,623	90,600	58,668	83%
Services and Other Operating Expenditures	146,320	316,578	143,420	1,906,272	2,149,834	2,301,728	2,438,530	(136,803)	(288,696)	532,258	78%
Depreciation	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	1,250	-	11,967	-	-	-	-	-	(11,967)	-
Total Expenses	652,098	848,218	628,579	6,851,835	8,235,634	8,152,261	8,245,188	(92,927)	(9,554)	1,393,353	83%
Operating Income	(261,662)	202,825	625,884	(927,027)	1,279	152,256	64,555	(87,700)	63,277	991,583	
Fund Balance											
Beginning Balance (Audited)					1,123,565	2,029,603	2,029,603				
Operating Income					1,279	152,256	64,555				
Ending Fund Balance					1,124,844	2,181,859	2,094,158				
Fund Balance as a % of Expenses					14%	27%	25%				

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KEY ASSUMPTIONS											
Enrollment Summary											
4-6					90	77	77	(0)	(13)		
7-8					220	217	214	(3)	(6)		
9-12					240	243	237	(6)	(3)		
Total Enrolled					550	537	527	(10)	(23)		
ADA %											
4-6					96.0%	96.0%	96.2%	0.2%	0.2%		
7-8					96.0%	96.0%	96.4%	0.4%	0.4%		
9-12					92.0%	92.0%	93.2%	1.2%	1.2%		
Average ADA %					94.3%	94.2%	94.9%	0.8%	0.7%		
ADA											
4-6					86.40	73.92	73.90	(0.02)	(12.50)		
7-8					211.20	208.32	206.30	(2.02)	(4.90)		
9-12					220.80	223.56	220.60	(2.96)	(0.20)		
Total ADA					518.40	505.80	500.80	(5.00)	(17.60)		

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REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	353,946	324,432	324,432	2,811,866	3,708,410	3,931,887	3,920,450	(11,437)	212,040	1,108,584	72%
8012	Education Protection Account Entitlement	-	-	24,028	75,020	103,680	101,160	100,160	(1,000)	(3,520)	25,140	75%
8096	Charter Schools in Lieu of Property Taxes	-	408,995	140,655	1,347,674	1,596,770	1,557,960	1,542,559	(15,401)	(54,211)	194,885	87%
SUBTOTAL - LCFF Entitlement		353,946	733,427	489,115	4,234,560	5,408,861	5,591,007	5,563,169	(27,838)	154,308	1,328,609	76%
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	70,375	70,375	82,654	12,279	12,279	82,654	0%
8220	Child Nutrition Programs	-	-	-	49,148	33,413	53,012	78,682	25,671	45,270	29,534	62%
8291	Title I	-	-	-	33,735	41,000	70,411	70,411	-	29,411	36,676	48%
8292	Title II	6,704	-	-	9,986	14,000	13,117	13,117	-	(883)	3,131	76%
8294	Title IV	-	-	-	10,000	10,000	10,000	10,000	-	-	-	100%
8297	PY Federal - Not Accrued	-	-	-	7,278	-	7,278	7,278	-	7,278	(0)	100%
8299	All Other Federal Revenue	17,044	45,239	72,645	161,435	414,950	294,354	347,387	53,033	(67,563)	185,952	46%
SUBTOTAL - Federal Revenue		23,748	45,239	72,645	271,583	583,738	518,547	609,529	90,983	25,792	337,947	45%
Other State Revenue												
8319	Other State Apportionments - Prior Years	(385)	-	-	19	-	404	19	(385)	19	0	98%
8381	Special Education - Entitlement (State)	-	99,832	49,842	376,281	425,088	490,032	490,032	-	64,944	113,751	77%
8382	Special Education Reimbursement (State)	-	21,657	3,126	38,808	125,040	29,336	44,451	15,115	(80,589)	5,643	87%
8520	Child Nutrition - State	-	-	-	5,245	3,341	8,835	9,835	1,000	6,494	4,590	53%
8545	School Facilities Apportionments	-	124,525	-	124,525	260,310	234,279	234,279	-	(26,031)	109,754	53%
8550	Mandated Cost Reimbursements	-	-	-	16,695	16,695	16,695	16,695	-	-	0	100%
8560	State Lottery Revenue	-	-	44,107	116,449	128,323	125,204	123,967	(1,238)	(4,357)	7,518	94%
8590	All Other State Revenue	-	-	569,522	569,522	610,768	569,522	569,522	-	(41,246)	-	100%
8593	Other State Revenue 3	5,707	5,712	5,712	46,301	-	63,416	63,416	-	63,416	17,115	73%
SUBTOTAL - Other State Revenue		5,322	251,726	672,309	1,293,845	1,569,566	1,537,724	1,552,216	14,492	(17,349)	258,371	83%
Local Revenue												
8634	Food Service Sales	-	-	-	96	20,048	884	984	100	(19,064)	888	10%
8660	Interest	1	1	1	4	1	5	5	-	4	1	81%
8676	After School Program Revenue	-	6,339	-	6,339	42,840	42,840	42,840	-	-	36,501	15%
8690	Other Local Revenue	-	1,720	1,047	17,650	16,500	16,110	18,000	1,890	1,500	350	98%
8701	Oakland Measure N	-	-	-	-	375,360	350,000	350,000	-	(25,360)	350,000	0%
8703	Oakland Measure G1	-	-	-	-	50,000	50,000	63,000	13,000	13,000	63,000	0%
8704	Student Activities	-	3,734	9,191	12,925	-	30,000	30,000	-	30,000	17,075	43%
8999	Uncategorized Revenue	7,420	-	7,538	33,693	-	-	-	-	-	(33,693)	-
SUBTOTAL - Local Revenue		7,420	11,794	17,777	70,706	504,749	489,839	504,829	14,990	80	434,122	14%
Fundraising and Grants												
8801	Donations - Parents	-	7,050	48	34,048	110,000	107,400	35,000	(72,400)	(75,000)	952	97%
8802	Donations - Private	-	40	-	12,037	25,000	25,000	25,000	-	-	12,963	48%
8803	Fundraising	-	1,767	2,569	8,029	35,000	35,000	20,000	(15,000)	(15,000)	11,972	40%
SUBTOTAL - Fundraising and Grants		-	8,857	2,617	54,114	170,000	167,400	80,000	(87,400)	(90,000)	25,886	68%
TOTAL REVENUE		390,436	1,051,044	1,254,463	5,924,807	8,236,912	8,304,517	8,309,743	5,227	72,831	2,384,936	71%

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EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	186,857	183,890	181,938	1,764,772	2,277,659	2,017,725	2,043,490	(25,766)	234,169	278,718	86%
1103	Teacher - Substitute Pay	11,731	15,637	14,825	124,855	70,000	137,310	137,310	-	(67,310)	12,455	91%
1148	Teacher - Special Ed	26,768	26,394	26,764	245,364	277,946	260,636	270,204	(9,567)	7,742	24,839	91%
1160	Counselor	17,009	17,009	17,009	152,867	174,068	178,596	178,596	-	(4,528)	25,729	86%
1300	Certificated Supervisor & Administrator Salaries	30,292	30,292	30,292	334,214	245,000	397,839	410,509	(12,670)	(165,509)	76,294	81%
1311	Certificated Principals & Directors	31,083	31,083	31,083	317,118	483,750	370,000	380,000	(10,000)	103,750	62,882	83%
SUBTOTAL - Certificated Salaries		303,741	304,305	301,912	2,939,191	3,528,423	3,362,106	3,420,109	(58,003)	108,314	480,918	86%
Classified Salaries												
2104	Classified Instructional Aides	31,447	25,374	26,621	237,402	177,600	257,412	267,078	(9,666)	(89,478)	29,675	89%
2300	Classified Supervisor & Administrator Salaries	31,791	32,422	31,803	327,022	256,000	378,882	392,022	(13,140)	(136,022)	65,000	83%
2400	Classified Clerical & Office Salaries	4,390	3,864	4,123	46,773	82,320	68,000	57,450	10,550	24,870	10,677	81%
2402	Classified Operations	10,417	10,417	10,417	106,167	125,000	125,000	125,000	-	-	18,833	85%
2905	Other Classified - After School	-	-	-	-	60,000	10,000	-	10,000	60,000	-	-
2908	Other Classified - Campus Supervisors	-	-	-	-	205,000	-	-	-	205,000	-	-
2928	Other Classified - Food	2,908	2,584	2,224	21,328	-	32,000	28,160	3,840	(28,160)	6,832	76%
SUBTOTAL - Classified Salaries		80,953	74,661	75,188	738,692	905,920	871,294	869,709	1,584	36,211	131,017	85%
Employee Benefits												
3100	STRS	55,787	55,690	55,664	531,967	673,929	631,658	629,239	2,419	44,690	97,272	85%
3300	OASDI-Medicare-Alternative	11,187	10,738	10,601	105,930	120,465	118,814	123,915	(5,101)	(3,450)	17,985	85%
3400	Health & Welfare Benefits	20,815	26,014	25,580	297,667	348,326	362,653	362,313	340	(13,987)	64,646	82%
3500	Unemployment Insurance	1,154	147	80	10,947	17,248	19,756	17,704	2,052	(456)	6,757	62%
3600	Workers Comp Insurance	-	-	-	20,088	44,343	42,334	32,174	10,160	12,170	12,085	62%
3900	Other Employee Benefits	493	493	493	3,488	12,250	12,000	7,200	4,800	5,050	3,713	48%
SUBTOTAL - Employee Benefits		89,435	93,082	92,418	970,086	1,216,561	1,187,216	1,172,545	14,671	44,016	202,459	83%
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	250	-	-	250	13,750	13,425	250	13,175	13,500	-	100%
4200	Books & Other Reference Materials	-	-	-	-	11,600	11,600	-	11,600	11,600	-	-
4300	Materials & Supplies	411	3,391	-	8,221	11,220	11,220	11,220	-	-	2,999	73%
4320	Educational Software	18,491	2,070	-	81,049	66,000	82,000	82,000	-	(16,000)	951	99%
4330	Office Supplies	825	1,218	1,596	18,727	33,000	32,220	26,372	5,848	6,628	7,645	71%
4352	Quest - After School	-	4,750	1,887	19,026	20,000	20,000	20,000	-	-	974	95%
4353	Student Activities	158	747	158	2,335	-	15,000	15,000	-	(15,000)	12,665	16%
4400	Noncapitalized Equipment	176	-	-	176	5,100	5,100	5,100	-	-	4,924	3%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	-	45,000	45,000	-	45,000	45,000	-	-
4420	Computers: individual items less than \$5k	-	35,730	-	57,424	138,500	80,000	60,000	20,000	78,500	2,576	96%
4423	Staff Computers	-	-	-	9,924	8,600	10,000	10,000	-	(1,400)	76	99%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	90	-	2,331	10,200	5,000	5,000	-	5,200	2,669	47%
4710	Student Food Services	11,107	9,850	11,942	80,417	66,825	88,353	98,353	(10,000)	(31,528)	17,936	82%
4720	Other Food	231	496	59	5,748	5,100	11,000	11,000	-	(5,900)	5,252	52%
SUBTOTAL - Books and Supplies		31,649	58,342	15,642	285,627	434,895	429,918	344,295	85,623	90,600	58,668	83%
Services & Other Operating Expenses												
5210	Conference Fees	-	-	-	-	12,000	12,000	12,000	-	-	12,000	0%
5220	Travel and Lodging	487	489	1,458	7,173	5,202	5,202	7,500	(2,298)	(2,298)	327	96%
5300	Dues & Memberships	779	70	70	21,204	13,016	21,000	22,000	(1,000)	(8,984)	796	96%
5450	Insurance - Other	11,272	11,272	-	109,349	92,465	143,165	143,165	-	(50,700)	33,816	76%
5515	Janitorial, Gardening Services & Supplies	-	20,000	-	101,575	140,000	140,000	140,000	-	-	38,425	73%

**East Bay Innovation Academy
Income Statement
As of Apr FY2023**

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								-	-	-	-
5535 Utilities - All Utilities	5,615	8,363	5,015	61,210	83,232	83,232	83,232	-	-	22,022	74%
5610 Rent	28,090	28,090	28,090	312,890	347,080	347,080	347,080	-	-	34,190	90%
5611 Prop 39 Related Costs	34,834	-	-	104,501	140,000	136,691	134,257	2,433	5,743	29,757	78%
5615 Repairs and Maintenance - Building	5,793	4,007	240	23,900	18,360	30,000	30,000	-	(11,640)	6,100	80%
5616 Repairs and Maintenance - Computers	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
5803 Accounting Fees	-	1,400	-	18,324	17,820	17,820	18,325	(505)	(505)	1	100%
5806 Assemblies	4,160	1,445	2,000	11,257	7,803	9,342	12,000	(2,658)	(4,197)	743	94%
5809 Banking Fees	-	-	-	62	10,200	2,500	2,500	-	7,700	2,438	2%
5810 Intersession	-	53,445	-	107,179	55,000	67,125	110,000	(42,875)	(55,000)	2,821	97%
5812 Business Services	12,169	12,169	12,169	122,285	144,000	146,022	146,022	-	(2,022)	23,737	84%
5813 School Culture Activities	-	-	-	769	-	10,000	2,500	7,500	(2,500)	1,731	31%
5814 Mental Health Consultant	-	-	-	-	-	20,000	-	20,000	-	-	-
5815 Consultants - Instructional	13,875	37,500	12,775	246,402	350,000	350,000	350,000	-	-	103,598	70%
5820 Consultants - Non Instructional - Custom 1	-	43,560	6,105	76,165	10,200	26,500	100,000	(73,500)	(89,800)	23,835	76%
5824 District Oversight Fees	-	-	-	-	54,089	55,910	55,632	278	(1,543)	55,632	0%
5830 Field Trips Expenses	-	-	-	-	-	-	7,500	(7,500)	(7,500)	7,500	0%
5836 Fingerprinting	-	-	84	1,235	3,825	3,856	3,834	22	(9)	2,599	32%
5839 Fundraising Expenses	21	21	1,107	2,348	10,606	5,000	5,000	-	5,606	2,652	47%
5845 Legal Fees	5,999	3,947	13,592	64,165	52,800	72,000	72,000	-	(19,200)	7,835	89%
5851 Marketing and Student Recruiting	-	-	-	9,629	10,000	10,000	10,000	-	-	371	96%
5857 Payroll Fees	749	479	428	4,927	5,300	5,300	5,300	-	-	373	93%
5860 Printing and Reproduction	-	-	-	-	520	520	520	-	-	520	0%
5861 Prior Yr Exp (not accrued)	-	-	-	8,282	-	8,282	8,282	-	(8,282)	0	100%
5863 Professional Development	-	240	5,155	58,245	48,660	65,000	65,000	-	(16,340)	6,755	90%
5866 SPED MH Day/NPS Services	9,152	11,377	12,471	80,439	200,000	125,000	110,000	15,000	90,000	29,561	73%
5869 Special Education Contract Instructors	4,900	38,203	18,908	124,738	99,645	120,000	140,000	(20,000)	(40,355)	15,262	89%
5872 Special Education Encroachment	-	-	-	-	13,951	13,951	13,951	-	-	13,951	0%
5874 Sports	-	-	-	10,688	10,200	12,000	12,000	-	(1,800)	1,312	89%
5875 Staff Recruiting	-	-	-	6,833	5,000	7,000	7,000	-	(2,000)	167	98%
5877 Student Activities	-	-	-	-	-	15,000	30,000	(15,000)	(30,000)	30,000	0%
5878 Student Assessment	-	263	-	10,286	30,000	30,000	15,000	15,000	15,000	4,714	69%
5880 Student Health Services	-	-	7,200	9,150	467	2,000	10,000	(8,000)	(9,533)	850	92%
5881 Student Information System	-	4,500	-	31,602	30,000	30,000	32,500	(2,500)	(2,500)	898	97%
5884 Substitutes	5,968	23,624	13,980	70,408	30,000	50,000	75,000	(25,000)	(45,000)	4,592	94%
5887 Technology Services	-	9,720	504	60,787	66,300	66,300	62,500	3,800	3,800	1,713	97%
5900 Communications	2,069	2,069	2,069	24,740	22,032	28,668	28,668	-	(6,636)	3,928	86%
5915 Postage and Delivery	390	325	-	3,527	8,062	6,262	6,262	-	1,800	2,735	56%
SUBTOTAL - Services & Other Operating Exp.	146,320	316,578	143,420	1,906,272	2,149,834	2,301,728	2,438,530	(136,803)	(288,696)	532,258	78%
Capital Outlay & Depreciation											
SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-
Other Outflows											
7999 Uncategorized Expense	-	1,250	-	11,967	-	-	-	-	-	(11,967)	
SUBTOTAL - Other Outflows	-	1,250	-	11,967	-	-	-	-	-	(11,967)	
TOTAL EXPENSES	652,098	848,218	628,579	6,851,835	8,235,634	8,152,261	8,245,188	(92,927)	(9,554)	1,393,353	83%

East Bay Innovation Academy
Balance Sheet
As of Apr FY2023

	Jun FY2022	Apr FY2023	YTD Change
ASSETS			
Cash Balance	1,363,097	1,841,700	478,603
Accounts Receivable	995,570	380,834	(614,736)
Prepays	64,049	-	(64,049)
Due From Others	173,164	0	(173,164)
TOTAL ASSETS	2,595,880	2,222,534	(373,346)
LIABILITIES & EQUITY			
Accounts Payable	166,827	6,045	(160,782)
Deferred Revenue	228,170	892,916	664,746
Current Loans and Other Payables	171,281	220,998	49,718
Beginning Net Assets	1,061,081	2,029,603	968,522
Net Income (Loss) to Date	968,522	(927,027)	(1,895,549)
TOTAL LIABILITIES & EQUITY	2,595,880	2,222,535	(373,345)

East Bay Innovation Academy
Monthly Cash Forecast
As of Apr FY2023

	2022-23													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast			
Beginning Cash	1,363,097	964,468	704,743	695,738	608,838	813,836	675,262	970,199	622,870	876,736	1,841,700	1,861,689			
REVENUE															
LCFF Entitlement	-	196,636	509,420	481,630	481,630	481,630	507,126	353,946	733,427	489,115	256,367	217,917	5,563,169	854,325	
Federal Revenue	-	-	7,278	-	26,507	-	96,165	23,748	45,239	72,645	195,063	65,061	609,529	77,823	
Other State Revenue	20,628	26,349	48,054	79,672	44,315	63,978	81,492	5,322	251,726	672,309	75,873	144,883	1,552,216	37,615	
Other Local Revenue	50	-	2,489	5,117	6,506	17,885	1,667	7,420	11,794	17,777	45,632	303,606	504,829	84,885	
Fundraising & Grants	1,527	11,074	3,047	5,375	2,657	-	18,958	-	8,857	2,617	18,386	4,583	80,000	2,917	
TOTAL REVENUE	22,205	234,059	570,289	571,795	561,615	563,493	705,408	390,436	1,051,044	1,254,463	591,322	736,050	8,309,743	1,057,564	
EXPENSES															
Certificated Salaries	131,898	326,909	305,740	313,413	304,035	341,659	305,580	303,741	304,305	301,912	199,732	281,186	3,420,109	-	
Classified Salaries	75,622	69,624	75,999	72,612	69,720	71,254	73,059	80,953	74,661	75,188	65,509	65,509	869,709	-	
Employee Benefits	103,367	93,520	130,353	68,298	90,721	105,864	103,027	89,435	93,082	92,418	118,013	84,446	1,172,545	-	
Books & Supplies	33,819	23,991	44,810	22,033	27,334	17,042	10,966	31,649	58,342	15,642	23,689	34,979	344,295	-	
Services & Other Operating Expenses	211,634	135,406	207,121	167,403	238,970	194,051	145,369	146,320	316,578	143,420	241,878	232,659	2,438,530	57,721	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	7,050	152	-	863	2,052	200	400	-	1,250	-	(11,967)	-	-	-	
TOTAL EXPENSES	563,390	649,602	764,023	644,623	732,832	730,069	638,401	652,098	848,218	628,579	636,853	698,779	8,245,188	57,721	
Operating Cash Inflow (Outflow)	(541,185)	(415,543)	(193,734)	(72,828)	(171,217)	(166,575)	67,007	(261,662)	202,825	625,884	(45,531)	37,272	64,555	999,842	
Revenues - Prior Year Accruals	221,524	150,051	42,440	4,046	39,355	10,815	(9,239)	385	48,180	107,179	190,422	190,422			
Other Assets	64,049	-	-	-	-	-	-	-	-	-	-	-			
Due To (From)	-	27,682	79,978	14,248	51,256	-	-	-	-	-	-	-			
Accounts Payable - Current Year	(5,036)	(53,285)	23,112	(76,329)	44,822	(1,058)	46,855	(106,852)	(17,998)	(10,836)	75,098	-			
Summerholdback for Teachers	(137,981)	20,581	20,332	21,013	20,533	18,244	20,491	20,800	20,858	20,668	-	-			
Other Liabilities	-	10,789	18,866	22,950	220,249	-	169,823	-	-	222,069	(200,000)	-			
Ending Cash	964,468	704,743	695,738	608,838	813,836	675,262	970,199	622,870	876,736	1,841,700	1,861,689	2,089,383			