



# East Bay Innovation Academy

## Board Meeting

### Date and Time

Wednesday February 28, 2024 at 8:00 PM PST

### Location

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

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>8:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Rochelle Benning	1 m
<b>B.</b> Call the Meeting to Order		Rochelle Benning	1 m
<b>C.</b> Review and Approve Minutes from December 6, 2023 REGULAR Board Meeting	Approve Minutes	Rochelle Benning	1 m
<b>D.</b> Opening Session - Public Comment (Any Agenda or Non-Agenda Items)		Rochelle Benning	15 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
<b>II. Board Governance &amp; Consent Agenda</b>			<b>8:18 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Rochelle Benning	5 m

Consent Agenda Items:

- EBIA Check Register December 2023, January 2024
- Final Version - EBIA External Audit Report - 2022 - 2023 School Year
- EBIA SARC 2023 - 2024
- Updated School Site Safety Plan 23-24

**III. Finance and Development 8:23 PM**

EdTec will join the EBIA Board February, April, May and June during the 2023 - 2024 school year board meetings. Alternate month updates will be high level as needed provided by the Executive Director and/or Senior Director of Operations.

<b>A.</b> 2023-2024 2nd Interim Financial Update 23-24 Financial Update 2024-2025 Budget Preview	Discuss	Bryce Fleming	20 m
<b>B.</b> Approve Second Interim Report	Vote	Bryce Fleming	5 m

**IV. Academic Excellence 8:48 PM**

Academic Excellence

<b>A.</b> EBIA Executive Director's Report	Discuss	Miranda Thorman	20 m
<ul style="list-style-type: none"> <li>• Enrollment Update</li> <li>• Staffing/Hiring Update</li> <li>• Mid-Year Data Review</li> <li>• 24-25 Planning Updates</li> </ul>			
<b>B.</b> Mid Year LCAP Update	Discuss	Miranda Thorman	10 m
Provide an update on LCAP progress to the board			

	Purpose	Presenter	Time
<b>C.</b> Prop 28 Update	Vote	Miranda Thorman	5 m
<b>V. Facility Updates</b>			<b>9:23 PM</b>
<b>A.</b> Facilities Updates	Discuss	Miranda Thorman	10 m
<b>VI. School Governance and Other Matters</b>			<b>9:33 PM</b>
<b>A.</b> Confirm Board Meeting Dates through 2023 - 2024 School Year (and early 2024 - 2025)	Discuss	Rochelle Benning	1 m
<p>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?</p> <p>8:00 PM Wednesday, 3/20/2024                      8:00 PM Wednesday, 4/17/2024                      8:00 PM Wednesday, 5/15/2024                      8:00 PM Wednesday, 6/12/2024 - End of 2023/2024 School/Fiscal Year</p> <p>July 2024 Summer Break                      8:00 PM Wednesday, 8/21/2024</p>			
<b>B.</b> Closing Session - Public Comment (Any Agenda or Non-Agenda Items)	FYI	Rochelle Benning	10 m
<p>Public comment is limited to a maximum of 3 minutes of comment time per speaker</p>			
<b>VII. Closing Items</b>			<b>9:44 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Rochelle Benning	1 m

# Coversheet

## Review and Approve Minutes from December 6, 2023 REGULAR Board Meeting

**Section:** I. Opening Items  
**Item:** C. Review and Approve Minutes from December 6, 2023 REGULAR Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on December 6, 2023



APPROVED



## East Bay Innovation Academy

### Minutes

#### Board Meeting

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##### **Date and Time**

Wednesday December 6, 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.**

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##### **Directors Present**

Brad Edgar, Brett van Zuiden, Kelly Garcia, Michael De Sousa, Rochelle Benning

##### **Directors Absent**

Devin Krugman

##### **Guests Present**

Bryce Fleming (remote), Miranda Thorman

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#### **I. Opening Items**

##### **A. Record Attendance and Guests**

##### **B. Call the Meeting to Order**

Rochelle Benning called a meeting of the board of directors of East Bay Innovation Academy to order on Wednesday Dec 6, 2023 at 8:06 PM.

##### **C.**

### **Review and Approve Minutes from 10/18/2023 REGULAR Board Meeting**

Rochelle Benning made a motion to approve the minutes from Board Meeting on 10-18-23.

Michael De Sousa seconded the motion.

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

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

No members of the public made any comment

## **II. Board Governance & Consent Agenda**

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

Rochelle Benning made a motion to approve the consent agenda.

Brett van Zuiden seconded the motion.

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

## **III. Finance and Development**

### **A. First Interim Budget Report**

EdTec presented the YTD financial results as of October 2023.

Kelly Garcia made a motion to to approve the first interim financial report.

Brad Edgar seconded the motion.

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

## **IV. 22-23 Audit Review**

### **A. Audit Approval**

Rochelle Benning made a motion to to approve the draft audit report for submission to OUSD as long as it does not contain any findings rated as significant deficiencies or material weaknesses. The board will then perform a detailed review of the final report at the next scheduled board meeting.

Brett van Zuiden seconded the motion.

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

## **V. Approve Expanded Learning Opportunity Program Plan**

### **A. Expanded Learning Opportunity Plan**

Rochelle Benning made a motion to approve EBIA's Expanded Learning Opportunity Program Plan.

Michael De Sousa seconded the motion.

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

## **VI. Academic Excellence**

### **A. EBIA Executive Director's Report**

The executive director reviewed the EBIA Strategic Plan, student results, and plans to evolve the program to better serve students.

## **VII. Facility Updates**

### **A. Facilities Updates**

Provided a verbal update on submission of Prop 39 application

## **VIII. School Governance and Other Matters**

### **A. Confirm Board Meeting Dates through 2023 - 2024 School Year (and early 2024 - 2025)**

Reviewed the meeting date for January and may need to push out a week to January 24th. The board will check in early Jan to see if a change is needed.

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

No public comment.

## **IX. 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 9:39 PM.

Respectfully Submitted,  
Rochelle Benning

# Coversheet

## Review and Approve East Bay Innovation Academy Consent Agenda Items

**Section:** II. Board Governance & Consent Agenda  
**Item:** A. Review and Approve East Bay Innovation Academy Consent Agenda Items  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
December 23 BoardCheckandPaymentRegisterResults664.pdf  
January 24 BoardCheckandPaymentRegisterResults175.pdf  
East Bay Innovation Academy 2023 Signed Final Report and Financial Statements.pdf  
2023\_School\_Accountability\_Report\_Card\_East\_Bay\_Innovation\_Academy\_20240129.pdf  
EBIA Safety Plan 23-24.pdf

Internal ID	Subsidiary	Account Number
8964384	East Bay Innovation Academy (EBIA)	9121-4419
8986236	East Bay Innovation Academy (EBIA)	9121-4419
8986237	East Bay Innovation Academy (EBIA)	9121-4419
8986238	East Bay Innovation Academy (EBIA)	9121-4419
8986239	East Bay Innovation Academy (EBIA)	9121-4419
8986240	East Bay Innovation Academy (EBIA)	9121-4419
8986241	East Bay Innovation Academy (EBIA)	9121-4419
8986242	East Bay Innovation Academy (EBIA)	9121-4419
8986243	East Bay Innovation Academy (EBIA)	9121-4419
8986244	East Bay Innovation Academy (EBIA)	9121-4419
8986245	East Bay Innovation Academy (EBIA)	9121-4419
8986247	East Bay Innovation Academy (EBIA)	9121-4419
8986249	East Bay Innovation Academy (EBIA)	9121-4419
8986251	East Bay Innovation Academy (EBIA)	9121-4419
8986253	East Bay Innovation Academy (EBIA)	9121-4419
8987163	East Bay Innovation Academy (EBIA)	9121-4419
9012513	East Bay Innovation Academy (EBIA)	9121-4419
9012514	East Bay Innovation Academy (EBIA)	9121-4419
9012515	East Bay Innovation Academy (EBIA)	9121-4419
9012516	East Bay Innovation Academy (EBIA)	9121-4419
9012517	East Bay Innovation Academy (EBIA)	9121-4419
9012518	East Bay Innovation Academy (EBIA)	9121-4419
9012519	East Bay Innovation Academy (EBIA)	9121-4419
9012520	East Bay Innovation Academy (EBIA)	9121-4419
9039942	East Bay Innovation Academy (EBIA)	9121-4419
9039943	East Bay Innovation Academy (EBIA)	9121-4419
9039944	East Bay Innovation Academy (EBIA)	9121-4419
9039945	East Bay Innovation Academy (EBIA)	9121-4419
9039946	East Bay Innovation Academy (EBIA)	9121-4419
9039947	East Bay Innovation Academy (EBIA)	9121-4419
9039948	East Bay Innovation Academy (EBIA)	9121-4419
9039949	East Bay Innovation Academy (EBIA)	9121-4419
9039950	East Bay Innovation Academy (EBIA)	9121-4419
9039951	East Bay Innovation Academy (EBIA)	9121-4419
9039952	East Bay Innovation Academy (EBIA)	9121-4419
9039953	East Bay Innovation Academy (EBIA)	9121-4419
9039954	East Bay Innovation Academy (EBIA)	9121-4419
9039955	East Bay Innovation Academy (EBIA)	9121-4419
9039956	East Bay Innovation Academy (EBIA)	9121-4419
9039957	East Bay Innovation Academy (EBIA)	9121-4419
9039958	East Bay Innovation Academy (EBIA)	9121-4419
9039959	East Bay Innovation Academy (EBIA)	9121-4419
9039960	East Bay Innovation Academy (EBIA)	9121-4419
9039961	East Bay Innovation Academy (EBIA)	9121-4419
9039962	East Bay Innovation Academy (EBIA)	9121-4419
9039963	East Bay Innovation Academy (EBIA)	9121-4419
9039964	East Bay Innovation Academy (EBIA)	9121-4419
9040142	East Bay Innovation Academy (EBIA)	9121-4419
9043347	East Bay Innovation Academy (EBIA)	9121-4419

Payee Name	Check Number	Payment Date	Main Payment Memo
Michelle Fitts	8541	12/1/2023	EBIA
Orkin	8542	12/8/2023	Account #36504571
CliftonLarsonAllen LLP	8543	12/8/2023	Account Number A274845
EdTec	8544	12/8/2023	EBIA
Charles Noel	8545	12/8/2023	EBIA
Scoot Education Inc.	8546	12/8/2023	US Sub coverage
Law Offices of Young, Minney & Corr, LLP	8547	12/8/2023	EBIA INV 7658
The Phillips Academy	8548	12/8/2023	EBIA
Spectrum Center	8549	12/8/2023	Client Number: 1971603
Language Learning Network	8550	12/8/2023	Spanish Onsite 2023-24
CCCOE	8551	12/8/2023	Customer #924; 1st Installment
Amazon Capital Services	8552	12/8/2023	Account # A1GDQTYJDVQHA0
ChildCare Careers, LLC	8553	12/8/2023	EBIA INV664492
Office Depot	8554	12/8/2023	Account Number 16610744
AT&T	8555	12/8/2023	BAN 9391062435
Exploratorium	8556	12/8/2023	EBIA
Kids In Harmony, Inc	8557	12/14/2023	EBIA
Jordan Jabson	8558	12/14/2023	EBiA
Get Empowered	8559	12/14/2023	EBIA Quest #GE-EBIA1215
Scoot Education Inc.	8560	12/14/2023	LS Coverage
ChildCare Careers, LLC	8561	12/14/2023	EBIA INV 666609
Kaiser Foundation Health Plan	8562	12/14/2023	Customer ID: 8094124388
AT & T	8563	12/14/2023	BAN 9391066883
Alameda County Office of Education	8564	12/14/2023	Customer #000210
Fusion Berkeley	8565	12/21/2023	INV# 0553543A
PowerSchool	8566	12/21/2023	Customer ID 10020343
UpNex Sports Academy	8567	12/21/2023	EBIA
Felicia Walker	8568	12/21/2023	EBIA
Vision Service Plan - (CA)	8569	12/21/2023	Client ID: 30050552
Jose Rivas	8570	12/21/2023	EBIA
Orkin	8571	12/21/2023	Account #36504571
Lina's Janitorial Services	8572	12/21/2023	EBIA INV 58
ExploreLearning	8573	12/21/2023	Customer # 2468964
TeenHackz	8574	12/21/2023	EBIA
Scoot Education Inc.	8575	12/21/2023	US Coverage
Ready Refresh	8576	12/21/2023	Account Number 0035832427
Wells Fargo Vendor Financial Services, LLC	8577	12/21/2023	Customer Number 1055852811
HopSkipDrive, Inc	8578	12/21/2023	INV 17406
RingCentral Inc.	8579	12/21/2023	Customer ID: 1184099019
AALRR Attorneys at Law	8580	12/21/2023	Client No. 006340
East Bay Speech Pathology, Inc.	8581	12/21/2023	EBIA
CoPower	8582	12/21/2023	CoPower ID: 902360
PG&E	8583	12/21/2023	Account No 4052865603-2
North Bay Soccer Referee Association Inc.	8584	12/21/2023	Reference 2023 Fall Soccer - MSSSL
Project Lead The Way	8585	12/21/2023	EBIA INV# 408760
The College Board	8586	12/21/2023	Customer # 289904
ISolved Benefit Services	8587	12/21/2023	C10007972
Luis Garibay	8588	12/21/2023	EBIA INV31
Wells Fargo	8589	12/22/2023	Acct Number 4856 2003 9207 9292

Descriptions of Applied Invoices	Amount	Type	Voided?
Bill #113023--Bus Transportation for 8th grade Monterrey Bay Aquarium trip	3,013.81	Bill Payment	
Bill #251989692--Pest Control Standard October Service	140.00	Bill Payment	
Bill #3990738--Progress billing for professional services rendered in connection with o	2,625.00	Bill Payment	
Bill #202610--J. Reiber Oct 2023 1hr qty; USPS Postage Bill back Bill #28335--Mc	14,110.30	Bill Payment	
Bill #120623--Key Me Locksmith (\$43.88 reimbursed for keys not delivered); Red Tom	508.25	Bill Payment	
Bill #59892--US Substitute coverage 11/27/23-12/1/23 Bill #59812--LS Sub covera	7,261.00	Bill Payment	
Bill #7658--Legal Service General November 2023	4,317.50	Bill Payment	
Bill #2023-2024.105--EC - October 2023 Tuition Qty 20; Individual Counseling-Therap	7,605.75	Bill Payment	
Bill #103123--WD - BEP: Basic Education Program-BAC (10/2/23 -10/31/23)	3,083.92	Bill Payment	
Bill #2583-C--Spanish Onsite 2023-24	3,875.00	Bill Payment	
Bill #11256.1--1st installment: (2) Teacher induction  first installment (M. Brown &	2,250.00	Bill Payment	
Bill #11DM-LDNP-DC4J--Toner 504A order (Black  Yellow  Cyan & Magenta)	285.80	Bill Payment	
Bill #664492--US Sub coverage 11/9	296.66	Bill Payment	
Bill #342215894001--Copy paper 3cases; Post-It pads 24pack	215.43	Bill Payment	
Bill #20825465--Internet Service 10/13/23 - 11/12/23	637.14	Bill Payment	
Bill #20342019000--6th Grade Field Trip Exploratorium (Jan 24  2024)	495.00	Bill Payment	
Bill #12082023--M. Lewis Triennial & J. Rameriz Triennial	5,000.00	Bill Payment	
Bill #121323--Reimbursement  De Anza Foothill Spring 2023	204.00	Bill Payment	
Bill #GE-EBIA1215--Quest After School Hip Hop and Mural Class (12/6  12/13 	951.00	Bill Payment	
Bill #60826--LS Sub Coverage 12/4/23 - 12/8/23	4,520.00	Bill Payment	
Bill #666609--US Sub coverage 11/13	296.66	Bill Payment	
Bill #January2024--January 2024 Medical Health Plan	29,235.64	Bill Payment	
Bill #20832655--Internet Service 10/16/23 - 11/15/23	637.14	Bill Payment	
Bill #INV24-00190--Access Plus Service according to MOU for the period of 7/1/23 - 6,	16,350.00	Bill Payment	
Bill #0553543A--Contracted SPED Services: Frederick Newman	17,223.20	Bill Payment	
Bill #INV371962--PowerSchool University remote: Kayla Jackson	1,100.00	Bill Payment	
Bill #05--Quest Sports Clinics	1,000.00	Bill Payment	
Bill #122123--Teacher Credentialing fee; BSU Museum of African of Diaspora Field Tr	170.65	Bill Payment	
Bill #819472221--Vision Plan January 2024	419.12	Bill Payment	
Bill #04--LS Window Glass: Removal of Broken glass and installation of new one; Lal	750.00	Bill Payment	
Bill #253518512--Pest Control Standard November Service Bill #254893714--Pest	280.00	Bill Payment	
Bill #58--Janitorial Service for US & LS (December 2023)	12,000.00	Bill Payment	
Bill #7386827--EXTEACH+ EL Gizmos Teachers + Student (PO# 4014)	2,070.00	Bill Payment	
Bill #121123--Raising Resilient Teens through COVID Presentations x 3 - Consultants	750.00	Bill Payment	
Bill #61769--US Sub Coverage 12/11/23 - 02/15/23 Bill #61719--LS Subcoverage 1	8,810.00	Bill Payment	
Bill #03L0035832427--Malcolm drinking water 11/07/23 - 12/06/23	184.88	Bill Payment	
Bill #5027730278--Leasing of Lanier Copier for US & LS (11/29/23 - 12/28/23)	292.16	Bill Payment	
Bill #17406--Qty 26 completed trips   Qty 2 cancelled trips 11/1/23 - 11/30/23	1,327.49	Bill Payment	
Bill #704714--Phone Service 11/29/23 -12/28/23	696.62	Bill Payment	
Bill #699942--Legal Service Frederick Newman November 2023	78.54	Bill Payment	
Bill #2068--Speech & Language Pathology Services	10,872.00	Bill Payment	
Bill #2288898--Dental Plan January 2024	2,945.98	Bill Payment	
Bill #12152023--Gas and Electrical 11/09/23 - 12/10/23	3,233.12	Bill Payment	
Bill #INV2022227--Team Fee: Contract team fee (per each team) cover game schedul	183.00	Bill Payment	
Bill #408760--Cybersecurity (online) Claire Tsoukalas 8/8/23 - 12/19/23 80hr over 20w	2,400.00	Bill Payment	
Bill #P2328990421--Fall 10th grade PSAT/NMSQT 63qty (including a Low income adjt	918.54	Bill Payment	
Bill #1133608961--FBA Monthly Admin 11/01/23 - 11/30/23	70.00	Bill Payment	
Bill #INV0031--LS floor repair multiple areas VCT flooring 60sf remove old floor and pr	430.00	Bill Payment	
Bill #112423--CC 9292 November 2023 Balance Payment (MT)	80.23	Bill Payment	

Internal ID	Subsidiary	Account Number	Payee Name	Check Number	Payment Date
9066750	East Bay Inno	9121-4419	Waste Management	8590	1/8/2024
9066751	East Bay Inno	9121-4419	OnScene Technologies, Inc.	8591	1/8/2024
9066752	East Bay Inno	9121-4419	EdTec	8592	1/8/2024
9066753	East Bay Inno	9121-4419	Waste Management Of Alameda County	8593	1/8/2024
9066754	East Bay Inno	9121-4419	Golden Gate Academy	8594	1/8/2024
9066755	East Bay Inno	9121-4419	Scoot Education Inc.	8595	1/8/2024
9066756	East Bay Inno	9121-4419	Office Depot	8596	1/8/2024
9066757	East Bay Inno	9121-4419	The Phillips Academy	8597	1/8/2024
9066758	East Bay Inno	9121-4419	Spectrum Center	8598	1/8/2024
9066759	East Bay Inno	9121-4419	ChildCare Careers, LLC	8599	1/8/2024
9066760	East Bay Inno	9121-4419	Amazon Capital Services	8600	1/8/2024
9066761	East Bay Inno	9121-4419	AT&T	8601	1/8/2024
9066762	East Bay Inno	9121-4419	AT & T	8602	1/8/2024
9081465	East Bay Inno	9121-4419	Revolution Foods, Inc.	8603	1/11/2024
9081466	East Bay Inno	9121-4419	Jasmine Sanchez	8604	1/11/2024
9081467	East Bay Inno	9121-4419	Wells Fargo	8605	1/11/2024
9081468	East Bay Inno	9121-4419	ChildCare Careers, LLC	8606	1/11/2024
9081469	East Bay Inno	9121-4419	Office Depot	8607	1/11/2024
9081470	East Bay Inno	9121-4419	Kaiser Foundation Health Plan	8608	1/11/2024
9105052	East Bay Inno	9121-4419	CliftonLarsonAllen LLP	8609	1/19/2024
9105053	East Bay Inno	9121-4419	Language Learning Network	8610	1/19/2024
9105054	East Bay Inno	9121-4419	Xitlalli Martinez-Rubio	8611	1/19/2024
9105055	East Bay Inno	9121-4419	Francesca Fay	8612	1/19/2024
9105056	East Bay Inno	9121-4419	Events By Tiffany	8613	1/19/2024
9105057	East Bay Inno	9121-4419	Aaron's Academic Apparel & Graduation Products	8614	1/19/2024
9105058	East Bay Inno	9121-4419	GN Event Rental	8615	1/19/2024
9105059	East Bay Inno	9121-4419	Scoot Education Inc.	8616	1/19/2024
9105060	East Bay Inno	9121-4419	Ready Refresh	8617	1/19/2024
9105061	East Bay Inno	9121-4419	ChildCare Careers, LLC	8618	1/19/2024
9105062	East Bay Inno	9121-4419	RingCentral Inc.	8619	1/19/2024
9105063	East Bay Inno	9121-4419	Wells Fargo Vendor Financial Services, LLC	8620	1/19/2024
9105064	East Bay Inno	9121-4419	EBMUD	8621	1/19/2024
9105065	East Bay Inno	9121-4419	Alameda County Office of Education	8622	1/19/2024
9105066	East Bay Inno	9121-4419	CoPower	8623	1/19/2024
9127540	East Bay Inno	9121-4419	Vision Service Plan - (CA)	8624	1/25/2024
9127541	East Bay Inno	9121-4419	Judith Borcelis	8625	1/25/2024
9127542	East Bay Inno	9121-4419	Mosa Mack Science, Inc	8626	1/25/2024
9127543	East Bay Inno	9121-4419	Julia Morgan School for Girls	8627	1/25/2024
9127544	East Bay Inno	9121-4419	Lina's Janitorial Services	8628	1/25/2024
9127545	East Bay Inno	9121-4419	AALRR Attorneys at Law	8629	1/25/2024
9127546	East Bay Inno	9121-4419	HopSkipDrive, Inc	8630	1/25/2024
9127547	East Bay Inno	9121-4419	East Bay Speech Pathology, Inc.	8631	1/25/2024
9127548	East Bay Inno	9121-4419	Scoot Education Inc.	8632	1/25/2024
9127549	East Bay Inno	9121-4419	Waste Management Of Alameda County	8633	1/25/2024
9127550	East Bay Inno	9121-4419	Law Offices of Young, Minney & Corr, LLP	8634	1/25/2024
9127551	East Bay Inno	9121-4419	PG&E	8635	1/25/2024
9127552	East Bay Inno	9121-4419	ISolved Benefit Services	8636	1/25/2024



Main Payment Memo	Descriptions of Applied Invoices	Amount
Customer ID 15-00043-73002	Bill #492239222168--Marshall Elementary December Service 202:	3,282.12
INV 2692	Bill #2692--Share911 Software Platform K-12 Education: Broadca:	1,000.00
EBIA	Bill #202794--UPS Postage Bill Back 1Z3Y41190195929141 E	13,950.04
Customer ID: 00513-38904	Bill #993320622166--Ops Charter January Service 2024	701.91
SY 23-24 Monthly use fee for Golden Gate Ac	Bill 12/18/2023--SY 23-24 Monthly use fee for Golden Gate Acade	32,080.00
EBIA US	Bill #62229--Sub Coverage PE (12/18-12/22) English 12/18  s	7,523.00
Account Number 16610744	Bill #343404078001--Copy Paper 5qty	219.89
EBIA	Bill #2023-2024.132--EC - October 2023 Tuition Qty 16; Individual	5,658.50
Client Number: 1971603	Bill #113023--WD - BEP: Basic Education Program-BAC (11/1/23	1,407.38
EBIA US Coverage	Bill #672029--US Subcoverage 12/4/23 - 12/8/23	2,296.37
Account # A1GDQTYJDVQHAO	Bill #13Y7-1NYL-KHYD--Staff Holiday Party: Napkins 3qty  Pl:	195.76
BAN 9391062435	Bill #20975748--Internet Service 11/13/23 - 12/12/23	637.14
BAN 9391066883	Bill #20982824--Internet Service 11/16/23 - 12/15/23	637.14
Customer #C001339	Bill #001702--Food Service December 2023 Bill #001368--Foc	18,923.40
EBIA	Bill #011024--Postage stamps for certified mail: Express mailing	155.19
Acct Number 4856 2003 9207 9292	Bill #122623--CC 9292 December 2023 Balance Payment (MT)	987.89
EBIA US	Bill #673890--Sub Coverage 12/11/23 - 12/15/23	2,922.67
Account Number 16610744	Bill #346730771001--Office supplies: 500bx Envelope; Copy pape	286.80
Customer ID: 8094124388	Bill #February2024--February 2024 Medical Health Plan	26,117.37
Account Number A274845	Bill #L241008774--Progress billing for professional services for au	5,092.50
INV 2645-C	Bill #2645-C--Spanish Onsite 2023-24	3,875.00
EBIA	Bill #111523--EBIA LS Soccer Coaching	1,040.11
EBIA	Bill #082523.b--Registration Forestry Institute for Teachers 2024	75.00
EBIA	Bill #050324--8qty 2024 & EBIA Marquees; Organic Balloon Garla	1,345.00
EBIA	Bill #43258447-2024-102--Graduation Cords: 32qty White; 30qty F	1,822.59
Invoice # 229135237	Bill #229135237--Rental of white folding chairs 220qty 8/29-8/31	475.00
EBIA LS	Bill #63491--Upper School Sub coverage long term AM 1/9-1/12<t	6,739.00
Account Number 0035832427	Bill #04A0035832427--Late Fee	20.00
EBIA INV 676142	Bill #676142--Substitute coverage 12/18/23 - 12/22/23	3,043.52
Customer ID: 1184099019	Bill #724051--Phone Service 12/29/23 - 01/28/24	696.62
Customer Number 1055852811	Bill #5028132221--Leasing of Lanier Copier for US & LS (12/29/23	327.16
Account Number 49867400001	Bill #011624--Marshall Water Service 11/2/23 - 1/9/24	2,645.10
Customer ID 000210	Bill #INV2400216--2nd Quarter STRS Processing Fee FY 23-24	354.00
CoPower ID: 902360	Bill #2294927--Dental Plan February 2024	2,628.34
Client ID: 30050552	Bill #819685920--Vision Plan February 2024	372.92
EBIA	Bill #012224--Science class materials: chicken wing	15.92
EBIA	Bill #INV1028--Mosa Mack Science Annual Pro Licenses for stude	1,034.00
EBIA	Bill #WC0001884--Sports Officiating and Venue Fees Forfeited Sc	118.00
EBIA INV 59	Bill #59--Janitorial Service for US & LS (January 2024)	12,000.00
Client No. 006340	Bill #703028--Legal Service: Sabrina Goldberg SPED December 2	1,909.36
INV18199	Bill #18199--Qty 28 completed trips   Qty 4 cancelled trips 12/	1,524.14
EBIA	Bill #2085--Speech & Language Pathology Services	11,346.48
EBIA	Bill #64314--US substitute coverage PE  Math & English E	7,890.00
EBIA	Bill #993324522164--Ops Charter February Service 2024	701.91
EBIA INV 8462	Bill #8462--Legal Service General and Proposition 39 December 2	292.50
Account No 4052865603-2	Bill #011724--Gas and Electrical 12/11/23 - 01/09/24	4,995.59
C10007972	Bill #1134363781--FBA Monthly Admin 12/01/23 - 12/31/23	70.00



**EAST BAY INNOVATION ACADEMY  
CHARTER SCHOOL NUMBER: 1620**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2023**



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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
East Bay Innovation Academy  
Oakland, California

### Report on the Audit of the Financial Statements

#### **Opinion**

We have audited the accompanying financial statements of East Bay Innovation Academy (the Academy), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Academy as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Basis for Opinion**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of East Bay Innovation Academy and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### **Change in Accounting Principle**

As discussed in Note 1 to the financial statements, in 2023 the Academy adopted new accounting guidance for leases. The guidance requires lessees to recognize a right-of-use asset and corresponding liability for all operating and finance leases with lease terms greater than one year. Our opinion is not modified with response to this matter.

#### **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

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Board of Directors  
East Bay Innovation Academy

### ***Auditors' Responsibility for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors  
East Bay Innovation Academy

### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The supplementary information (as identified in the table of contents) accompanying the financial statements, which is the responsibility of management, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information, except for the portion marked "unaudited", was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole. The Local Education Agency Organization Structure, which is marked "unaudited", has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued a report dated on January 26, 2024 our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

Glendora, California  
January 26, 2024

**EAST BAY INNOVATION ACADEMY  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2023**

**ASSETS**

**CURRENT ASSETS**

Cash and Cash Equivalents	\$ 1,623,111
Accounts Receivable - Federal and State	1,456,643
Prepaid Expenses and Other Assets	<u>49,950</u>
Total Current Assets	3,129,704

**LONG-TERM ASSETS**

Right-of-Use (ROU) Lease Asset - Operating	<u>143,609</u>
Total Long-Term Assets	<u>143,609</u>

Total Assets	<u><u>\$ 3,273,313</u></u>
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**LIABILITIES AND NET ASSETS**

**LIABILITIES**

Accounts Payable and Accrued Liabilities	\$ 370,168
Deferred Revenue	669,208
Current Lease Liability - Operating	<u>150,576</u>
Total Liabilities	1,189,952

**NET ASSETS**

Without Donor Restrictions	<u>2,083,361</u>
Total Net Assets	<u>2,083,361</u>

Total Liabilities and Net Assets	<u><u>\$ 3,273,313</u></u>
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See accompanying Notes to Financial Statements.



**EAST BAY INNOVATION ACADEMY  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2023**

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
<b>REVENUES</b>			
State Revenue:			
State Aid	\$ 3,866,816	\$ -	\$ 3,866,816
Other State Revenue	1,671,032	-	1,671,032
Federal Revenue:			
Grants and Entitlements	606,726	-	606,726
Local Revenue:			
In-Lieu Property Tax Revenue	1,688,804	-	1,688,804
Contributions	59,666	-	59,666
Interest Income	5	-	5
Other Local Revenue	430,670	-	430,670
Other Revenue	139,030	-	139,030
Total Revenues	<u>8,462,749</u>	<u>-</u>	<u>8,462,749</u>
<b>EXPENSES</b>			
Program Services	7,266,776	-	7,266,776
Management and General	1,137,279	-	1,137,279
Fundraising	4,935	-	4,935
Total Expenses	<u>8,408,990</u>	<u>-</u>	<u>8,408,990</u>
<b>CHANGE IN NET ASSETS</b>	53,759	-	53,759
Net Assets - Beginning of Year	<u>2,029,602</u>	<u>-</u>	<u>2,029,602</u>
<b>NET ASSETS - END OF YEAR</b>	<u>\$ 2,083,361</u>	<u>\$ -</u>	<u>\$ 2,083,361</u>

See accompanying Notes to Financial Statements.

**EAST BAY INNOVATION ACADEMY  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2023**

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	\$ 4,181,156	\$ 238,062	\$ -	\$ 4,419,218
Pension Expense	596,353	27,985	-	624,338
Other Employee Benefits	330,202	18,755	-	348,957
Payroll Taxes	129,989	9,759	-	139,748
Legal Expenses	-	85,246	-	85,246
Accounting Expenses	-	18,814	-	18,814
Other Fees for Service	965,343	215,276	-	1,180,619
Advertising and Promotions	12,911	-	-	12,911
Office Expenses	31,602	45,416	-	77,018
Information Technology	95,949	-	-	95,949
Occupancy	475,453	252,360	-	727,813
Travel	28,104	-	-	28,104
Insurance	-	120,621	-	120,621
Instructional Materials	308,301	20,617	-	328,918
Other Expenses	111,413	84,368	4,935	200,716
	<u>7,266,776</u>	<u>1,137,279</u>	<u>4,935</u>	<u>8,408,990</u>
Total Functional Expenses	<u>\$ 7,266,776</u>	<u>\$ 1,137,279</u>	<u>\$ 4,935</u>	<u>\$ 8,408,990</u>

See accompanying Notes to Financial Statements.

**EAST BAY INNOVATION ACADEMY  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2023**

**CASH FLOWS FROM OPERATING ACTIVITIES**

Change in Net Assets	\$	53,759
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Noncash Lease Expense		6,967
Change in Operating Assets:		
Accounts Receivable - Federal and State		(287,910)
Prepaid Expenses and Other Assets		14,099
Change in Operating Liabilities:		
Accounts Payable and Accrued Liabilities		32,061
Deferred Revenue		441,038
Net Cash Provided by Operating Activities		260,014
 <b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>		 260,014
 Cash and Cash Equivalents - Beginning of Year		 1,363,097
 <b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	 \$	 1,623,111

See accompanying Notes to Financial Statements.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

East Bay Innovation Academy (the Academy) is a California nonprofit public benefit corporation and is organized to manage and operate a public charter school located in Alameda County. The Academy is economically dependent on state and federal funding.

The charter may be revoked by the Oakland Unified School District (the District) for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

**Cash and Cash Equivalents**

The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

**Basis of Accounting**

The financial statements have been prepared on the accrual method of accounting and, accordingly, reflect all significant receivables and liabilities.

**Functional Allocation of Expenses**

Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for service, and other expenses which are allocated on the basis of estimates of time and effort. Also allocated are office expenses, information technology, occupancy, insurance and instructional materials which are allocated based on estimated usage.

**Basis of Presentation**

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Net Asset Classes**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

**Accounts Receivables**

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2023. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

**Property Taxes**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Academy is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

**Compensated Absences**

Accumulated unpaid employee vacation benefits are recognized as a liability of the Academy. Employees of the Academy are paid for days or hours worked based upon board approved schedules which include vacation. Sick leave is accumulated; however, not paid out. Certificated unionized staff receive 10 days of sick leave at the beginning of the year per union contracts. Noncertified hourly staff eligible for sick days are accrued at one hour per 30 hours worked.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Revenue Recognition**

Amounts received from the California Department of Education are conditional and recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Conditional Grants**

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Academy has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2023, the Academy has conditional grants of \$870,069 of which \$669,208 are recognized as deferred revenue in the statement of financial position.

**Income Taxes**

The Academy is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Academy files an exempt organization return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

**Leases**

The Academy leases school site facilities. The Academy determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Leases (Continued)**

ROU assets represent the Academy's right to use an underlying asset for the lease term and lease liabilities represent the Academy's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the Academy uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the Academy will exercise that option. The Academy has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The Academy has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The Academy's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the Academy considers factors such as if the Academy has obtained substantially all of the rights to the underlying asset through exclusivity, if the Academy can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

**Adoption of New Accounting Standards**

In February 2016, the FASB issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The new standard increases transparency and comparability among organizations by requiring the recognition of ROU assets and lease liabilities on the statement of financial position. Most prominent of the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases. Under the standard, disclosures are required to meet the objective of enabling users of financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases.

The Academy adopted the requirements of the guidance effective July 1, 2022 and has elected to apply the provisions of this standard to the beginning of the period of adoption with certain practical expedients available.

The Academy has elected to adopt the package of practical expedients available in the year of adoption. The Academy has elected to adopt the available practical expedient to use hindsight in determining the lease term and in assessing impairment of the Academy's ROU assets.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Adoption of New Accounting Standards (Continued)**

The Academy elected the available practical expedients to account for existing capital leases and operating leases as finance leases and operating leases, respectively, under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard, (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

As a result of the adoption of the new lease accounting guidance, the Academy recognized on July 1, 2022 a ROU asset at the carrying amount of the lease asset of \$283,247. The Academy also recognized on July 1, 2022 a lease liability of \$283,247, which represents the present value of the remaining lease payments discounted using the a risk-free rate of 2.85%.

**Subsequent Events**

The Academy has evaluated subsequent events through January 26, 2024, the date these financial statements were available to be issued.

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure are those without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures are comprised of the following as of June 30, 2023:

Cash and Cash Equivalents	\$ 1,623,111
Accounts Receivable - Federal and State	1,456,643
Financial Assets Available for General Expenditure	<u>\$ 3,079,754</u>

As part of its liquidity management plan, the Academy monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Academy structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

**NOTE 3 CONCENTRATION OF CREDIT RISK**

The Academy maintains an interest bearing-cash account with a financial institution. The account at this institution is insured by the Federal Deposit Insurance Corporation (FDIC). At times, cash in this account exceeds the maximum insured amount. The Academy has not experienced any losses regarding this account and believes it is not exposed to any significant credit risk on its cash and cash equivalents.



**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023**

**NOTE 4 EMPLOYEE RETIREMENT**

**Multiemployer Defined Benefit Pension Plans**

Qualified employees are covered under multiple employer-defined benefit pension plans maintained by agencies of the state of California. Certificated employees are members of the State Teachers’ Retirement System (STRS).

The risks of participating in this multiemployer defined benefit pension plan are different from single employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers’ Retirement Law, and (c) if the Academy chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The Academy has no plans to withdraw from this multi-employer plan.

**State Teachers’ Retirement System (STRS)**

Plan Description

The Academy contributes to the State Teachers’ Retirement System (STRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers’ Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2022, total STRS plan net assets are \$300 billion, the total actuarial present value of accumulated plan benefits is \$434 billion, contributions from all employers totaled \$6.513 billion, and the plan is 74.4% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and [www.calstrs.com](http://www.calstrs.com).

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers’ Retirement Board. The required employer contribution rate for year ended June 30, 2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Academy’s contributions to STRS for the past three years are as follows:

<u>Year Ending June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2021	\$ 551,814	100%
2022	556,945	100%
2023	624,338	100%

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023**

**NOTE 5 LEASES – ASC 842**

The Academy leases school site facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through June 2024. In the normal course of business, it is expected that these leases will be renewed or replaced by similar leases. Additionally, the agreements generally require the Academy to pay real estate taxes, insurance, and repairs.

The following table provides quantitative information concerning the Academy's lease for the year ended June 30, 2023:

	<u>Amount</u>
Lease Costs	
Operating Lease Costs	\$ 146,301
Total Lease Costs	<u>\$ 146,301</u>
Other Information:	
Operating Cash Flows from Operating Leases	\$ 139,334
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	283,247
Weighted-Average Remaining Lease Term - Operating Leases	1 Year
Weighted-Average Discount Rate - Operating	2.85%

The Academy classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2023, is as follows:

<u>Year Ending June 30,</u>	<u>Operating</u>
2024	<u>Leases</u>
Total Lease Payments	<u>\$ 153,268</u>
Less: Interest	<u>(2,692)</u>
Present Value of Lease Liabilities	<u>\$ 150,576</u>

**NOTE 6 FACILITIES USE AGREEMENT**

The Academy has entered into a facilities use agreement with Golden Gate Academy that expires in June of 2024. Expenses related to this agreement for the year ended June 30, 2023 was \$340,980. Expected payments for the year ending June 30, 2024 are expected to be \$384,960.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023**

**NOTE 7 CONTINGENCIES, RISKS, AND UNCERTAINTIES**

The Academy has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

In the normal course of business, the Academy is subject to legal claims. After consultation with the Academy's legal counsel, management of the Academy is of the opinion that liabilities, if any, arising from such claims would not have a material effect on the Academy's financial position.

## **SUPPLEMENTARY INFORMATION**

**EAST BAY INNOVATION ACADEMY  
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
 YEAR ENDED JUNE 30, 2023  
 (SEE INDEPENDENT AUDITORS' REPORT)  
 UNAUDITED**

East Bay Innovation Academy (the Academy) was established in October 2013 and granted its charter through Oakland Unified School District (the District) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress towards student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Charter School number authorized by the State: 1620

The Board of Directors and the Administrator as of the year ended June 30, 2023 were as follows:

**BOARD OF DIRECTORS**

<u>Member</u>	<u>Office</u>	<u>Term Expires (3-Year Term)</u>
Rochelle Benning	Board Chair	July 2025
Kelly Garcia	Secretary	July 2025
Michael DeSousa	Board Member	May 2026
Dr. Bradley Edgar	Board Member	July 2025
Devin Krugman	Board Member	July 2025
Brett van Zuiden	Board Member	August 2026

**ADMINISTRATORS**

Miranda Thorman	Executive Director
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See Notes to Supplementary Information.

**EAST BAY INNOVATION ACADEMY  
 SCHEDULE OF INSTRUCTIONAL TIME  
 YEAR ENDED JUNE 30, 2023  
 (SEE INDEPENDENT AUDITORS' REPORT)**

	<u>Instructional Minutes</u>		Traditional Calendar	<u>Status</u>
	<u>Requirement</u>	<u>Actual</u>	<u>Days</u>	
Grade 6	54,000	63,480	184	In Compliance
Grade 7	54,000	63,480	184	In Compliance
Grade 8	54,000	63,480	184	In Compliance
Grade 9	64,800	70,200	183	In Compliance
Grade 10	64,800	70,200	183	In Compliance
Grade 11	64,800	70,200	183	In Compliance
Grade 12	64,800	70,200	183	In Compliance

See Notes to Supplementary Information.

**EAST BAY INNOVATION ACADEMY  
 SCHEDULE OF AVERAGE DAILY ATTENDANCE  
 YEAR ENDED JUNE 30, 2023  
 (SEE INDEPENDENT AUDITORS' REPORT)**

	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
Grades 4-6	73.90	73.90	73.60	73.60
Grades 7-8	206.42	206.42	205.01	205.01
Grades 9-12	222.20	222.20	220.42	220.42
ADA Totals	502.52	502.52	499.03	499.03

See Notes to Supplementary Information.

**EAST BAY INNOVATION ACADEMY  
 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH  
 AUDITED FINANCIAL STATEMENTS  
 YEAR ENDED JUNE 30, 2023  
 (SEE INDEPENDENT AUDITORS' REPORT)**

June 30, 2023 Annual Financial Report Fund Balances (Net Assets)	\$ 1,953,558
Adjustments and Reclassifications:	
Increase (Decrease) of Fund Balance	
(Net Assets):	
Accounts Receivable - Federal and State	81,215
Prepaid Expenses and Other Assets	(1,500)
Right-of-Use (ROU) Lease Asset - Operating	143,609
Accounts Payable and Accrued Liabilities	(6,519)
Deferred Revenue	63,574
Lease Liability - Operating	(150,576)
Net Adjustments and Reclassifications	129,803
June 30, 2023 Audited Financial Statement Fund Balances (Net Assets)	\$ 2,083,361

See Notes to Supplementary Information.



**EAST BAY INNOVATION ACADEMY  
NOTES TO SUPPLEMENTARY INFORMATION  
JUNE 30, 2023**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

This schedule presents information on the amount of instructional time offered by the Academy and whether the Academy complied with the provisions of California Education Code.

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of the Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

This schedule provides the information necessary to reconcile the net assets of the charter school as reported on the Annual Financial Report form to the audited financial statements.



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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
East Bay Innovation Academy  
Oakland, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of East Bay Innovation Academy (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 26, 2024.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the Academy's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

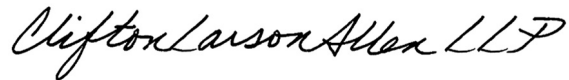
Board of Directors  
East Bay Innovation Academy

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
January 26, 2024



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## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors  
East Bay Innovation Academy  
Oakland, California

### **Report on Compliance**

#### **Opinion on State Compliance**

We have audited East Bay Innovation Academy's (the Academy) compliance with the types of compliance requirements applicable to the Academy described in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, for the year ended June 30, 2023. The Academy's applicable State compliance requirements are identified in the table below.

In our opinion, the Academy complied, in all material respects, with the compliance requirements referred to above that are applicable to the Academy for the year ended June 30, 2023.

#### **Basis for Opinion**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Academy and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Academy's compliance with the compliance requirements referred to above.

#### **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Academy's state programs.

Board of Directors  
East Bay Innovation Academy

### **Auditors' Responsibility for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Academy's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Academy's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Academy's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Academy's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors  
 East Bay Innovation Academy

**Compliance Requirements Tested**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable <sup>1</sup>
After/Before School Education and Safety Program	Not Applicable <sup>2</sup>
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable <sup>3</sup>
Immunizations	Not Applicable <sup>4</sup>
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Not Applicable <sup>5</sup>
Transitional Kindergarten	Not Applicable <sup>6</sup>
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable <sup>7</sup>
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable <sup>8</sup>
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Not Applicable<sup>1</sup>: The Academy did not have any expenditures for California Clean Energy Jobs Act in the year under audit or a completed project between 12 and 15 months prior to any month in the audit year.

Not Applicable<sup>2</sup>: The Academy did not operate an after or before school program component of this grant.

Not Applicable<sup>3</sup>: The Academy did not report ADA pursuant to Education Code section 51749.5.

Not Applicable<sup>4</sup>: The Academy did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable<sup>5</sup>: The Academy did not receive a CTEIG allocation for the audit year.

Not Applicable<sup>6</sup>: The Academy did not report ADA for the audit year for transitional kindergarten.

Not Applicable<sup>7</sup>: The Academy did not report ADA to the CDE as generated through nonclassroom-based instruction (independent study).

Board of Directors  
East Bay Innovation Academy

Not Applicable<sup>8</sup>: The Academy did not report more than 20% of its ADA as generated through nonclassroom-based instruction (independent study).

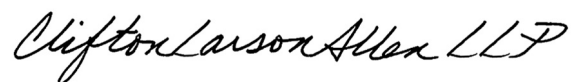
### **Report on Internal Control over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
January 26, 2024

**EAST BAY INNOVATION ACADEMY  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2023**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel.



**EAST BAY INNOVATION ACADEMY  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2023**

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.



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# East Bay Innovation Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	East Bay Innovation Academy
<b>Street</b>	3400 Malcolm Ave.
<b>City, State, Zip</b>	Oakland, CA 94605
<b>Phone Number</b>	5105779557
<b>Principal</b>	Miranda Thorman
<b>Email Address</b>	miranda.thorman@eastbayia.org
<b>School Website</b>	eastbayia.org
<b>County-District-School (CDS) Code</b>	01-61259-0129932

## 2023-24 District Contact Information

<b>District Name</b>	East Bay Innovation Academy
<b>Phone Number</b>	5105779557
<b>Superintendent</b>	Miranda Thorman
<b>Email Address</b>	info@eastbayia.org
<b>District Website</b>	www.eastbayia.org

## 2023-24 School Description and Mission Statement

**Our Mission:** To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

**Our Vision:** EBIA is rethinking how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the “best” ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

### Goals

Develop leaders who work together and take ownership of their own learning experiences.

Offer families a 21st century program that provides a new and innovative educational experience for students.

Increase the number of students who excel in math, technology, and innovation so they can become leaders in a new, quickly changing economy.

Hire talented educators who are excited to use their skill and creativity to innovate upon traditional learning models.

### Core Beliefs

#### WE BELIEVE IN POSSIBILITY AND PERSEVERANCE

All students will achieve at the highest levels and be prepared for success in college and career. We value courage, action, and hard work.

#### WE BELIEVE IN CREATIVITY AND CURIOSITY

Students will work together with critical and creative minds. We value exploration, perspective, and determination.

#### WE BELIEVE IN COMMUNITY

Students, parents, teachers, school leaders, and board members will take responsibility for all students' success. We value relationships, kindness, integrity, and respect.

#### WE BELIEVE IN THE GREATER GOOD

EBIA will teach students about social justice and civic responsibility. We value giving back to the community and improving our

## 2023-24 School Description and Mission Statement

school, our community, and our world.

**WE BELIEVE IN DIVERSITY**

Students will prepare for society and the workforce by working with and appreciating those who are different from themselves.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	77
Grade 7	110
Grade 8	105
Grade 9	77
Grade 10	60
Grade 11	37
Grade 12	67
<b>Total Enrollment</b>	<b>533</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.5%
Male	59.1%
American Indian or Alaska Native	0.2%
Asian	5.8%
Black or African American	24%
Filipino	1.3%
Hispanic or Latino	38.5%
Two or More Races	9.8%
White	17.6%
English Learners	8.1%
Foster Youth	0.2%
Socioeconomically Disadvantaged	26.1%
Students with Disabilities	17.8%

## **A. Conditions of Learning State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	55.53	1471.70	56.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.40	4.89	95.60	3.68	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.80	27.19	725.40	27.92	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	64.80	2.50	12115.80	4.41
<b>Unknown</b>	3.50	12.28	240.60	9.26	18854.30	6.86
<b>Total Teaching Positions</b>	28.80	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.60	49.98	1583.50	61.54	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.19	148.90	5.79	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	10.40	33.42	719.90	27.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.20	13.38	75.30	2.93	11953.10	4.28
<b>Unknown</b>	0.00	0.00	45.40	1.77	15831.90	5.67
<b>Total Teaching Positions</b>	31.30	100.00	2573.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	6.80	10.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>7.80</b>	<b>10.40</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	3.20
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>4.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.6	34
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	29.8	20.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As a blended learning school, all EBIA students have access to a Chromebook laptop throughout their day. Through this laptop they are able to access instructional materials on such platforms as Echo, College Prep Math (CPM), ALEKS, Achieve 3000, APEX, Newsela, Edpuzzle and more. EBIA uses these instructional programs in place of traditional textbooks. We utilize teacher-created curriculum for courses other than Math.

<b>Year and month in which the data were collected</b>	January 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Achieve3000, Lexia, and novels	Yes	0
<b>Mathematics</b>	College Prep Math, Open-Up Resources, ALEKS	Yes	0
<b>Science</b>	N/A		0
<b>History-Social Science</b>	N/A		0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	N/A		0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	n/a

### School Facility Conditions and Planned Improvements

Ongoing monitoring/repair at district facility. Upper campus facility is outdated and in need of deferred maintenance; restrooms were updated in 17-18. Driveway partly repaired in 2019.

<b>Year and month of the most recent FIT report</b>	8/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			District facility structures repaired fall 2018.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Water main leak was fixed in January 2019.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	50	35	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	27	35	25	26	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	323	306	94.74	5.26	50.00
<b>Female</b>	128	119	92.97	7.03	53.78
<b>Male</b>	195	187	95.90	4.10	47.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	75.00
<b>Black or African American</b>	89	86	96.63	3.37	26.19
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	126	118	93.65	6.35	50.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	44	40	90.91	9.09	52.50
<b>White</b>	51	49	96.08	3.92	81.63
<b>English Learners</b>	26	24	92.31	7.69	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	84	77	91.67	8.33	25.97
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	53	47	88.68	11.32	19.57

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	323	304	94.12	5.88	34.98
<b>Female</b>	128	121	94.53	5.47	30.83
<b>Male</b>	195	183	93.85	6.15	37.70
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	58.33
<b>Black or African American</b>	89	85	95.51	4.49	17.65
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	126	118	93.65	6.35	25.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	44	39	88.64	11.36	51.28
<b>White</b>	51	49	96.08	3.92	67.35
<b>English Learners</b>	26	24	92.31	7.69	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	84	77	91.67	8.33	11.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	53	45	84.91	15.09	22.73

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	32.43	42.52	19.36	20.14	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	198	127	64.14	35.86	42.52
<b>Female</b>	76	48	63.16	36.84	27.08
<b>Male</b>	122	79	64.75	35.25	51.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	5	41.67	58.33	--
<b>Black or African American</b>	46	32	69.57	30.43	21.88
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	85	60	70.59	29.41	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	10	47.62	52.38	--
<b>White</b>	29	18	62.07	37.93	88.89
<b>English Learners</b>	14	8	57.14	42.86	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	30	57.69	42.31	23.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	24	60.00	40.00	20.83

## 2022-23 Career Technical Education Programs

As a STEAM (science, technology, engineering, art and math) school, EBIA offers students courses in computer science and visual arts. These courses align to industry standards in communication technologies, programming and design. EBIA offers a Linked Learning Pathway in Information/Communication/Technology/Design with a 4-year CTE course sequence, work-based learning opportunities, and college/career readiness services. Our 4-year CTE course sequence includes Computer Science and Design Levels 1 and 2 (level 2 is equivalent to AP Computer Science), Robotics, Cyber Security, and our level 4 capstone course. We have received the Linked Learning Silver Certification from the Linked Learning Alliance.

Our CTE Advisory committee is led by Christine Mandilag, the Manager of Linked Learning Pathways for EBIA and has 5 other members from technology, computer science, education, and engineering industries.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	188
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	85.71

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	n/a	n/a	n/a	n/a	n/a
Grade 7	91	91	91	91	91
Grade 9	77	85	100	79	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

In order to support active family involvement in our school, EBIA welcomes volunteers during Intersession, holds Project Expos where family members are invited to play a role in presentations, holds monthly cafecito meetings where families can talk with administrators, and conducts PLPs -- personalized learning plans led by students where student, family and advisor meet to discuss progress and goals. Parents are also invited to serve as advisory parents, to disseminate important information to other parents in advisory. Parent Advisory Council (PAC) is another way for parents to be involved. This group welcomes all parents to learn, plan and facilitate events and activities such as parent education forum, SpringFest, and Staff Appreciation. The group also provides feedback to administration on strategic direction, as needed.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	1.5	6.6	0	11.3	14.4	11.7	9.4	7.8	8.2
<b>Graduation Rate</b>	96.9	91.8	98.4	77.1	78.8	79.3	83.6	87	86.2

### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	62	61	98.4
<b>Female</b>	23	23	100.0
<b>Male</b>	39	38	97.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	22	22	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	11	11	100.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	29	28	96.6
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	13	12	92.3



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	531	48	9.0
Female	218	216	15	6.9
Male	317	313	33	10.5
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	31	31	4	12.9
Black or African American	129	127	11	8.7
Filipino	7	7	0	0.0
Hispanic or Latino	207	204	19	9.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	52	52	4	7.7
White	95	94	9	9.6
English Learners	43	43	5	11.6
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	194	191	28	14.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	99	13	13.1

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.79	7.00	4.84	0.03	3.92	3.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.84	0
Female	1.83	0
Male	6.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.65	0
Filipino	0	0
Hispanic or Latino	6.28	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.77	0
White	4.21	0
English Learners	2.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.87	0

## 2023-24 School Safety Plan

Current plan was updated and board-approved in September 2023. The plan was originally updated and reviewed by the board and staff in 2022-2023. A COVID safety plan was developed and adopted for 20-21 year.

East Bay Innovation Academy has a Comprehensive School Safety Plan that covers the school's policies and expectations regarding the practices that maintain the security and safety of the physical campus, student body, and staff. The plan covers campus safety and security including visitor and adult supervision policies, emergency preparedness and response by disaster type. The plan also addresses student discipline and abuse/harassment prevention. The COVID re-opening plan covers COVID protocols and safeguards as recommended by the local (Alameda County Public Health) and the state (California Department of Public Health) authorities. They range from facility modifications to personal and group behavior to minimize health risk related to Covid-19. The plan is fully compliant with Education Code.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	28		4	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	24		4	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	19	20	0	0
Other	0	0	0	0

### 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	12	2
Mathematics	24	8	13	2
Science	30	1	13	3
Social Science	27	5	10	2

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	15	
Mathematics	23	8	15	
Science	26	2	14	1
Social Science	25	5	12	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	13	1
Mathematics	24	5	14	1
Science	23	8	12	1
Social Science	24	3	13	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	533

### 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

### Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,911	\$4,027	\$10,834	\$93,419
District	N/A	N/A		\$93,419
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	35.0	6.1

### Fiscal Year 2022-23 Types of Services Funded

Special Education services, academic support, core curriculum and instruction, student culture and activities. Please see LCAP for more detailed information.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,905	\$55,550
<b>Mid-Range Teacher Salary</b>	\$71,469	\$80,703
<b>Highest Teacher Salary</b>	\$97,980	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$117,779	\$137,703
<b>Average Principal Salary (Middle)</b>	\$123,453	\$143,760
<b>Average Principal Salary (High)</b>	\$165,859	\$159,021
<b>Superintendent Salary</b>	\$307,299	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	27.3%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	8.37%	4.87%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	50.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	2
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	1
<b>Science</b>	2
<b>Social Science</b>	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	10

## Professional Development

Across the school year, EBIA's teachers receive up to 15 days of professional development, in addition to individual and team coaching and evaluation. Teachers have 8 days of professional development before the start of the school year, in addition to other days spread through the school year, including at the end of each Trimester. During these professional development sessions, our administrative team onboards staff to our instructional model, reviews student performance and growth data, sets school priorities and trains teachers in new techniques related to school culture and climate and instructional practice.

## Professional Development

Further, in an effort to create a professional culture that supports staff growth, EBIA implements a consistent evaluation process to advance the improvement of the professional skills of all teachers and thereby, advancing improvement of the quality of education for all students of EBIA. EBIA's expectation is that teachers will set goals that connect classroom teaching strategies and student learning, with an emphasis on continued improvement of instructional practice. The purpose of the Personalized Educator Plan (PEP) is the support continuous improvement and innovation of the instructional program at EBIA. EBIA encourages teachers to reflect on their classroom practice, set realistic goals for the year and collaborate with colleagues and administrators to design engaging and challenging activities for students. Teachers are supported in this process through twice yearly formal observations, biweekly coaching meetings with their supervisors and weekly team (grade and department) meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17	16	15



# EAST BAY INNOVATION ACADEMY (EBIA)

## SCHOOL SAFETY PLAN

September 2023



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## INTRODUCTION

East Bay Innovation Academy is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers the School's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

The East Bay Innovation Academy's Comprehensive School Safety Plan is required by Education Code 32282-32289<sup>1</sup> to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Safety Planning Committee, as well as the Governing Board of Directors by April 30th. The contents of the CSSP should include at a minimum, information assessing the current status of school crime (Data about the safety of the campus, including disciplinary matters and/or crimes.) committed on the school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. In addition, East Bay Innovation Academy leadership has compiled functional and operational documents and procedures to ensure safety at its campuses, making this a "one-stop shop" for safety protocols and documents.

The Comprehensive School Safety Plan was developed by a Safety Committee that includes leadership, parent, and staff representatives. This version of the safety plan was developed in the Fall of 2022.

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<sup>1</sup> See CDE Website for [Compliance Tool for Comprehensive School Safety Plans](#)

The Comprehensive School Safety Plan was approved in a public meeting of the East Bay Innovation Academy’s Board of Directors on September 21st 2022. On **September 21st 2022**, the East Bay Innovation Academy’s Board of Directors heard public comment on the CSSP. The most recent plan was communicated to all stakeholders through the following means:

- Disseminated to all staff members via mandatory staff meeting during September meetings.

2021-2022 total number of discipline referrals (not resulting in suspension or expulsion) as of June 30, 2022

Suspension/Expulsion data

School Year	Suspension rate	Expulsion rate
2017-2018	0.4%	0%
2018-2019	5.0%	0%
2019-2020	5.8%	0%
2020-2021	0.8%	0%
2021-2022	7%	0%

**CAMPUS SAFETY AND SECURITY**

**ENTRANCES & EXITS**

The Executive Director, Senior Operations Director, and Operations Director should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)

- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according to the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

#### DROP-OFF/PICK-UP PROCEDURES

The Lower School begins at 9:00 a.m. and dismissal time is 3:30 p.m. daily. The Upper School begins at 8:30 a.m. and dismissal time is 3:45 p.m. Light supervision is provided prior to 8:00 a.m. Please pick students up within ten (10) minutes of dismissal. If class is being conducted at an off-campus site, students not picked up within ten (10) minutes of dismissal will be returned to the school site.

Lower School:

Wanting to be good neighbors in our Lower School community and responsible safe keepers of our students, we ask that parents/guardians either **park** on **Malcolm Ave.** to drop-off or pick-up students **OR** enter the driveway and **move** in a **counter-clockwise** direction in the turn-about. Cars **MAY NOT** park in the turn-about, as indicated by the red painted curb. **Cars should stop for no more than thirty (30) seconds in the turnabout so that traffic may flow.** Turning left onto Malcolm Ave. when exiting the school is not recommended, as cars traveling up the street do not have a lasting, clear view of the driveway. We recommend turning right when exiting the driveway. Parents/guardians needing to meet with EBIA staff should park on Malcolm Ave. Unless disabled and displaying a placard, parents/

guardians may not use the parking lot on campus, as those spaces are designated for staff use only.

Upper School:

We ask that parents/guardians enter the driveway and move in a counter- clockwise direction in the turn-about, or park in the front lot. Cars should stop for **no more than thirty (30) seconds** in the turn- about so that traffic may flow. Parents/Guardians needing to meet with EBIA staff should park in the designated spaces next to the driveway. Students are required to park in the upper lot near the gym.

#### LATE PICK UP POLICY

EBIA is committed to providing a safe campus for all students. When students are left on school property after the close of school hours, EBIA will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, EBIA staff will:

- Notify the Site Administrator or designee immediately.
- Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
- Bring students into the lobby of the building.  
Parents/guardians will be asked to come into the building to pick up their student. Students must remain on site until an adult comes to retrieve the student.
- Notify the Site Administrator or designee within forty-five (45) minutes following the close of business if there is a possibility that law enforcement may be called to assist the student.
- As a last resort, at sixty (60) minutes after the close of business, EBIA may contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.

EBIA understands unforeseen circumstances can occur. Should a late

pick-up be likely, please inform the main office at 510-577-9557. Five (5) or more late pick-ups during a school year may result in a meeting with school administration.

## RIDESHARING SERVICES

As per state and federal law, ridesharing services like Lyft and Uber are forbidden for unaccompanied minors (under the age of 18) unless the service explicitly states that its drivers are qualified to transport an unaccompanied minor. If your student uses ridesharing services to get to and from school, you may consider using services like HopSkipDrive or Zum and ensure that the driver is qualified to transport minors. EBIA does not assume responsibility for the safety of students whose parents elect to privately contract with a transportation service.

## VISITORS POLICY

The School encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out



At his/her discretion, the Executive Director, Site Administrator, Operations staff member, or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom. If observing instruction, teacher will be notified and administrator will escort parents/guardians to the classroom.

School employees should follow normal check-in procedures upon arrival for work and should wear badges signifying that they are School employees.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the Office Lead, also subject to the School's visitor policy.

The Office Lead or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The Office Lead or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Office Lead or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Executive Director or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outside policy is subject to the further terms and conditions contained in The School's Registered Sex Offender Policy, set forth below.

## FINGERPRINTING POLICY

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. All employees' fingerprints who fall into the above categories run through the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

## WHO SHOULD BE FINGERPRINTED

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All new school site employees must be fingerprinted and cleared before they begin working independently with minors. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that The School is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with a pupil while not in the presence of a School employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a school employee in the same room, and will have no occasion to be alone with a pupil. This policy also applies to parents/guardians of students who volunteer at the school and may have the occasion to be alone with a pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer.

Individuals who wish to work or volunteer at the School should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

#### REGISTERED SEX OFFENDER POLICY

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, Directors and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of the School, or otherwise may be likely to attempt to visit the School for any reason whatsoever.

In accordance with "Megan's Law", the Executive Director or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

The School and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the Executive Director or designee may, on a case-by-case basis, notify staff, including but not limited to, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the Executive Director or designee informs any staff member of the information about a registered sex offender, the Executive Director or designee shall also inform the staff member of the following:

- a) The school will share public registered sex offender information with staff members to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the Executive Director or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the Executive Director or designee. When the Executive Director or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the Executive Director, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the Executive Director or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (the School recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of the School);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and

- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the Executive Director or designee's discretion. If this meeting with the parent is not held, the Executive Director or designee shall notify the parent/guardian in writing of the information contained in this policy. The School recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, Executive Director or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will

not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

## EMERGENCY PREPAREDNESS

Emergency preparedness procedures will be readily on hand in each office, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

## DRILLS

It is the Director of Operations responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Lead may be asked to help out. Those drills are:

- Fire Drill: **At least once per month**, at the lower school and **three times per year** at the upper school a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- Earthquake Duck & Cover Drill: This drill should be performed **four (4) times per school year**.

## DISASTER PLANS

### Introduction

These procedures lay out the basic steps of action to take in the case of the following emergencies:

- Fire
- Earthquake
- Active Shooter
- Lockdown
- Shelter in Place
- Other potential scenarios

In addition, this section includes EBIA's Standard Emergency Management System (SEMS) plan, roles, and responsibilities

Annually and on an on-going basis, the Executive Director, in collaboration with the Site Leaders will:

- Assign staff to the Safety Team, and ensure that the list is updated regularly.
- Ensure evacuation maps specific to the school site in each and every classroom and office room by the door, as well as by each fire extinguisher and fire exits, are exhibited.
- Ensure all staff - including after school staff and night staff - are informed of these procedures and have access to all emergency supplies.
- Ensure adequate training in these procedures for all staff.
- Schedule, conduct, and learn from semi-annual practice drills for evacuation, earthquake, active shooter, lockdown, and shelter in place.
- Inform parents of emergency/disaster procedures, as well as reunification procedures.

### Use of Incident Command System

In alignment with CDE Recommendations, EBIA will use an Incident Command System (ICS) to manage all emergencies within the school. Planning and preparation for each kind of emergency will help staff learn proper courses of action in an emergency, but this plan cannot foresee all possible circumstances in an emergency. Therefore, all staff must be

prepared to evaluate all circumstances and make sound judgements based on the situation.

**Employees as Disaster Service Workers**

In accordance with California law, each employee at EBIA is considered a Disaster Service Worker, requiring them to be prepared to stay on the campus to care for students for up to 72 hours. If necessary, employees are subject to disaster service activities as assigned to them by their supervisor.

**Use of Facilities in an Emergency**

Education Code section 32282(a)(2)(B)(ii) states that school officials may be required to grant use of facilities, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or emergencies that affect public health.

**Safety Team**

This team is responsible for managing emergencies. The Site Administrator is the Incident Commander.

Name	Role
Malcolm Avenue	
Mick Terrizzi / or Designee	Site Leader - Dean of Academics
Ernesto Diaz / or Designee	Site Leader - Dean of Culture
Jonathan Cervantes	Office Lead
Mountain Blvd	
Francesca Fay / or Designee	Site Leader - Dean of Academics
Mike Calhoun / or Designee	Site Leader - Dean Of Culture
Daisy Romero	Office Lead



FIRE

<b>FIRE</b>	
<b>The fire protocol is used when there is an active or suspected fire or the alarm is set off. The fire protocol will be used even if it is known to be a false alarm.</b>	
Step 1 Fire Alarm	<ul style="list-style-type: none"> <li>• If there is a fire and the alarm has not been set off, any member witnessing the fire may initiate the fire alarm.</li> </ul>
Step 2 Announcement Or Alarm Sounding	<ul style="list-style-type: none"> <li>• The alarm will sound and office admin will send out an alert via Share911 -                             <ul style="list-style-type: none"> <li>◦ If someone other than the office administrator sees a fire they can also send alert via share 911.</li> </ul> </li> </ul>
Step 3 Open Share911 app & Get Backpacks + Radios	<ul style="list-style-type: none"> <li>• Tune into the Share 911</li> <li>• Classroom teachers to take Emergency Backpack and Emergency Contact Roster</li> </ul>
Step 4 Evacuate	<ul style="list-style-type: none"> <li>• Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area:                             <ul style="list-style-type: none"> <li>◦ 3400 Malcolm Ave.</li> <li>◦ 3800 Mountain Blvd.</li> </ul> </li> <li>• The Safety Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. The Safety Team will search for any missing students and staff. Assign floors and areas of the building among the Safety Team of each building.</li> </ul>
Step 5 Take Roll	<ul style="list-style-type: none"> <li>• Once you arrive at the Emergency Meeting Area, classroom teachers take roll.</li> <li>• Teacher reports missing students to our Share911 and the tiles appear-when those students are accounted for the students will be marked accounted for by the adults present with those students.</li> <li>• Stay in the meeting area for further instruction.</li> </ul>
Step 6 Further Instructions & Return	<ul style="list-style-type: none"> <li>• Await further instructions from the Fire Department</li> </ul>
Step 7 Safety Team Debrief	<ul style="list-style-type: none"> <li>• After the emergency is all clear, the Safety Team huddles for debrief.</li> <li>• All other staff resume normal operations.</li> </ul>
Step 8 Communications	<ul style="list-style-type: none"> <li>• The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.</li> </ul>

## EARTHQUAKE

<b>EARTHQUAKE</b>	
<b>The earthquake protocol is initiated at the onset of an earthquake. Do not wait for an announcement to begin the protocol.</b>	
Step 1 Announcement	<ul style="list-style-type: none"> <li>● At the onset of an earthquake, a Safety Team Member will announce via Radio AND office admin will send out an alert via Share911 -                             <ul style="list-style-type: none"> <li>○ If someone other than the office administrator feels a call need to be made they can also send alert via share 911</li> </ul> </li> <li>● Staff should instruct students to take cover, and do so themselves even if they do not hear the announcement.</li> </ul>
Step 2 Immediate response	<p>If indoors...</p> <ul style="list-style-type: none"> <li>● Turn away from windows, suspended objects or outside walls</li> <li>● Drop to the floor, take cover under a desk, table or against an interior wall.</li> <li>● Make your body as small as possible; cover head and neck while protecting the chest.</li> <li>● Hold position until the ground stops shaking or the Safety Team has announced over radios to begin Evacuation.</li> <li>● If an aftershock occurs while you are exiting the building, “Drop, Cover and Hold On” until the shaking stops.</li> </ul> <p>If outdoors...</p> <ul style="list-style-type: none"> <li>● Teachers get to a clear space (away from buildings, poles, overhead wires and other tall objects) call out to student, “Duck and cover”</li> <li>● Students drop to ground, cover head and neck with arms.</li> <li>● Watch for dangers that may demand movement.</li> <li>● Be prepared to duck and cover again due to aftershocks.</li> <li>● Hold position until the ground stops shaking or the Safety Team has announced over radios to begin Evacuation.</li> </ul>
Step 3 Open Share 911 app & Get backpacks & Radios	<ul style="list-style-type: none"> <li>● Tune into the Share 911</li> <li>● Classroom teachers to take Emergency Backpack and Emergency Contact Roster</li> </ul>
Step 4 Evacuate (If Necessary)	<ul style="list-style-type: none"> <li>● Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area:                             <ul style="list-style-type: none"> <li>○ See Maps below</li> </ul> </li> <li>● The Safety Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. The Safety Team will search for any missing students and staff. Assign floors and areas of building among Safety Team of each building.</li> </ul>
Step 5 Take Roll	<ul style="list-style-type: none"> <li>● Once you arrive at the Emergency Meeting Area, classroom teachers take roll.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher reports missing students to our <b>Share911</b> and the tiles appear-when those students are accounted for the students will be marked accounted for by the adults present with those students</li> <li>• Stay in the meeting area for further instruction.</li> </ul>
Step 6 Further Instructions & Return	<p>If there is minimal damage:</p> <ul style="list-style-type: none"> <li>• The Safety Team will announce <i>"All clear. All Clear. Please return to your normal activity."</i></li> <li>• Staff and students will return to classrooms in a quiet and orderly fashion.</li> </ul> <p>If there is damage to the campus:</p> <ul style="list-style-type: none"> <li>• The Safety Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.</li> </ul>
Step 7 Safety Team Debrief	<ul style="list-style-type: none"> <li>• After the emergency is all clear, the Safety Team huddles for debrief.</li> <li>• All other staff resume normal operations.</li> </ul>
Step 8 Communications	<ul style="list-style-type: none"> <li>• The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.</li> </ul>

## FLOOD / SEVERE WEATHER

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Executive Director or Director of Operations will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

## ELECTRICAL FAILURE

1. Office Lead or Director of Operations notifies property owner and PG&E.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored

## GAS LINE BREAK

1. Office Manager notifies property owner and PG&E.
2. Office Manager notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

## WATER LINE BREAK

1. Office Manager notifies the property owner and the East Bay MUD.
2. Custodian shuts off water.
3. Office Manager notifies the police.

4. The Executive Director or Director of Operations determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

#### WATER CONTAMINATION

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify property owner and East Bay MUD headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

#### CHEMICAL SPILL/ INCIDENT

##### If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

##### If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Office Manager will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

LOCKDOWN/ SHOOTING INCIDENT

ACTIVE SHOOTER / LOCKDOWN	
An active shooter protocol is used when there is an immediate threat of shooting on the campus. An active shooter protocol can be initiated by anyone in the building.	
Step 1 Announcement	<ul style="list-style-type: none"> <li>● If an active shooter is identified, immediate announcements will be heard via <b>Radio, AND Share911</b> - Lockdown will be initiated in the App</li> </ul>
Step 2 (In real situation only) Call 911	<ul style="list-style-type: none"> <li>● At minimum, Administrative staff to call 911 immediately and inform the operator that there is an active shooter or intruder in or around the school.</li> <li>● Share911 will also send out a notification</li> <li>● If in doubt that a 911 call was made, make one.</li> </ul>
Step 3 Enter a lockdown location	<ul style="list-style-type: none"> <li>● In the case of a shooting or suspected intruder, the first priority is to shelter students and staff. If you are...                             <ul style="list-style-type: none"> <li>○ Outside of your classroom: bring students into the nearest classroom</li> <li>○ In the cafeteria: move to the nearest classroom.</li> <li>○ In the hallway: proceed to the nearest classroom</li> </ul> </li> <li>● Classroom teachers should quickly glance outside the room and direct any students or staff into your room.</li> </ul>
Step 4 Open Share 911 channel & Prepare the classroom	<ul style="list-style-type: none"> <li>● Open up Share911</li> <li>● Close and lock doors.</li> <li>● Close and lock windows and shut the blinds.</li> <li>● Turn off all the lights.</li> <li>● Keep the room quiet.</li> </ul>
Step 5 Hide	<ul style="list-style-type: none"> <li>● Direct students to hide in the classroom. Determine whether ducking quietly under their desks (“duck and cover”) or sitting along a wall or in a closet is the best location to hide.</li> <li>● Move away from windows, try not to be visible from outside.</li> </ul>
Step 6 Take roll	<ul style="list-style-type: none"> <li>● Teacher Takes attendance VISUALLY</li> <li>● Report missing students via share911to alert the Safety Team - and all adults if you have students missing from your classroom.- you can add room indicators to each student</li> </ul>
Step 7 Release the room	<ul style="list-style-type: none"> <li>● <b>All three credentials</b> must be satisfied before unlocking the door from the inside.                             <ul style="list-style-type: none"> <li>○ <b>Credential 1: Door communication</b> Safety Team will knock on the door with a pre-set pattern (i.e. “Knock-, knock-, knock knock knock”)</li> <li>○ <b>Credentials 2: Share 911 communication</b> Safety Team will notify rooms through the “All Clear on Share 911”</li> <li>○ <b>Credential 3: Paper communication</b> <ul style="list-style-type: none"> <li>■ Safety Team will slide a piece of paper that states “ALL CLEAR” under the door from outside the classroom to the inside.</li> <li>■ Staff inside classroom will have to slide a piece of paper that says “READY” under the door to the outside of the</li> </ul> </li> </ul> </li> </ul>

	<p>classroom in response as the confirmation of receiving the true release order. <b>Do not</b> slide the paper back if the intruder is inside the room. The “READY” paper is usually in the emergency folder hanging near <b>the door</b>.</p> <ul style="list-style-type: none"> <li>• When all three credentials are cleared, you will hear the Safety Team member say “Thank you, you can safely unlock your room.” You can open the door then.</li> </ul>
Step 8 School-wide clearance	<ul style="list-style-type: none"> <li>• Please ask students to stay in hiding positions and stay quiet until all classrooms are cleared, when you hear the announcement via Radio and Share911: <i>“The school is all cleared. You can return to normal activities.”</i></li> </ul>
Step 9 (In real situation only) Evacuation & Reunification	<ul style="list-style-type: none"> <li>• In a real active shooting situation, the police or Safety Team may make an evacuation announcement. If so, evacuate to the evacuation point.</li> <li>• In some situations, the police or Safety Team may initiate a reunification process for students to reunite with their families.</li> </ul>
Step 10 Safety Team Debrief	<ul style="list-style-type: none"> <li>• After emergency is all clear, Safety Team huddles for debrief</li> <li>• The safety team plans for and executes any necessary counseling or group debriefs.</li> </ul>
Step 11 Communications	<ul style="list-style-type: none"> <li>• The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.</li> </ul>

SHELTER IN PLACE	
Shelter in Place is used when there may be a threat outside the school campus, such as police activity or toxic air. Students are not locked down in their classrooms and may move throughout the building - they just may not go outside until given permission.	
Step 1 Announcement	<ul style="list-style-type: none"> <li>● If the need for a “Shelter in Place” is identified, immediate announcements will be heard via Radio and <b>Share911</b> -                             <ul style="list-style-type: none"> <li>○ <b>“Shelter In Place”</b> Will appear on your application and your devices.</li> </ul> </li> </ul>
Step 2 Go or remain indoors	<ul style="list-style-type: none"> <li>● During a shelter in place, the first priority is to shelter students and staff. If students are outdoors or in the cafeteria, return to their homeroom classrooms.</li> <li>● In the case of police activity in the area, safety team will lock perimeter doors.</li> </ul>
Step 3 Take roll	<ul style="list-style-type: none"> <li>● Once you arrive at the Emergency Meeting Area, classroom teachers take roll.</li> <li>● Teacher reports missing students to our <b>Share911</b> and the tiles appear-when those students are accounted for the students will be marked accounted for by the adults present with those students</li> <li>● Stay in the meeting area for further instruction</li> </ul>
Step 4 Await further instruction	<ul style="list-style-type: none"> <li>● Students and staff may walk within a building but not go outside.</li> <li>● Normal activities may take place inside</li> </ul>
Step 5 School-wide clearance	<ul style="list-style-type: none"> <li>● The shelter in place is over when you hear the announcement via Radio, via <b>Share911</b> for the All clear.</li> </ul>
Step 6 (In real situation only) Evacuation & Reunification	<ul style="list-style-type: none"> <li>● In a real active shooting situation, the police or Safety Team may make an evacuation announcement. If so, evacuate to the evacuation point.</li> <li>● In some situations, the police or Safety Team may initiate a reunification process for students to reunite with their families.</li> </ul>
Step 7 Safety Team Debrief	<ul style="list-style-type: none"> <li>● After emergency is all clear, Safety Team huddles for debrief</li> </ul>
Step 8 Communications	<ul style="list-style-type: none"> <li>● The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.</li> </ul>



## BOMB THREAT

BOMB THREAT BY MAIL, EMAIL, PHONE CALL, OR OTHER COMMUNICATION METHOD	
This protocol is used when a bomb threat is reported, but no suspicious object has been found.	
Step 1 Answer the call	<ul style="list-style-type: none"> <li>● Notify Administrative Staff immediately                             <ul style="list-style-type: none"> <li>○ Miranda Thorman - miranda.thorman@eastbayia.org</li> </ul> </li> <li>● Try to maintain the caller on the line and obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns, background noise, identifying location).</li> </ul>
Step 2 Call 911	<ul style="list-style-type: none"> <li>● Administrative staff to call 911 immediately and inform the operator that there is a current bomb threat on another phone line and provide the number of the line.</li> </ul>
Step 3 Team Touchbase	<ul style="list-style-type: none"> <li>● Immediately gather the Safety Team</li> <li>● Make quick discussion based on the information from the call and decide                             <ul style="list-style-type: none"> <li>○ Whether the students should duck and cover</li> <li>○ How to evacuate students in the area where the bomb is claimed to be at</li> <li>○ Whether we should evacuate all students</li> <li>○ Other response plan impacted by the bomb threat information</li> </ul> </li> </ul>
Step 4 Announcement	<ul style="list-style-type: none"> <li>● Safety Team staff will make announcements as soon as possible over Share911 - it will send an "Evacuate" Notification</li> </ul>
Step 5 Cover/Evacuate	<ul style="list-style-type: none"> <li>● Tune into <b>Share911</b>.</li> <li>● Classroom teachers to take Emergency Backpack and Emergency Contact Roster</li> <li>● Based on the announcement, duck and cover or evacuate using same order and routes as fire/earthquake</li> </ul>
Step 6 Take roll	<ul style="list-style-type: none"> <li>● Once you arrive at the Emergency Meeting Area, classroom teachers take roll.</li> <li>● Teacher reports missing students to our Share911 and the tiles appear-when those students are accounted for the students will be marked accounted for by the adults present with those students</li> <li>● Stay in the meeting area for further instruction.</li> </ul>
Step 7 Safety Team Search	<ul style="list-style-type: none"> <li>● Before emergency crews are on campus, do not search for any bomb, or explosive.</li> <li>● Search only for people who should be evacuated.</li> </ul>
Step 8 Further instructions & Return	<ul style="list-style-type: none"> <li>● Do not resume school activities until the Safety Team announces <i>"All clear. All Clear. Please return to your normal activity."</i></li> <li>● If deemed necessary, the Safety Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.</li> </ul>
Step 9 Safety Team Debrief	<ul style="list-style-type: none"> <li>● After emergency is all clear, Safety Team huddles for debrief</li> </ul>

Step 10 Communications	<ul style="list-style-type: none"> <li>The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.</li> </ul>
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## BOMB THREAT BY IDENTIFICATION OF A SUSPICIOUS OBJECT

This protocol is used when a suspicious object has been found.

Step 1 Discover the object	<ul style="list-style-type: none"> <li>Notify Administrative Staff immediately                             <ul style="list-style-type: none"> <li>Miranda Thorman - <a href="mailto:miranda.thorman@eastbayia.org">miranda.thorman@eastbayia.org</a></li> </ul> </li> <li>Do not touch the object but note any identifying features to describe it to the Safety Team and Emergency crews (Fire Department or Police Department)</li> <li>Keep students away from the vicinity of the suspicious object</li> </ul>
Step 2 Call 911	<ul style="list-style-type: none"> <li>Administrative staff to call 911 immediately and inform the operator that there is a current bomb threat.</li> </ul>
Step 3 Team Touchbase	<ul style="list-style-type: none"> <li>Immediately gather the Safety Team</li> <li>Make quick discussion based on the information                             <ul style="list-style-type: none"> <li>Shelter in Place</li> <li>Evacuate</li> <li>Other response plan impacted by the bomb threat information</li> </ul> </li> </ul>
Step 4 Announcement	<ul style="list-style-type: none"> <li>Safety Team staff will make announcements as soon as possible over the <b>Share911</b>, with the signal                             <ul style="list-style-type: none"> <li>Shelter in Place OR Evacuate</li> </ul> </li> </ul>
Step 5 Cover/Evacuate	<ul style="list-style-type: none"> <li>Tune into <b>Share911</b></li> <li>Classroom teachers to take Emergency Backpack and Emergency Contact Roster</li> <li>Based on the announcement, duck and cover or evacuate using same order and routes as fire/earthquake</li> </ul>
Step 6 Take roll	<ul style="list-style-type: none"> <li>Once you arrive at the Emergency Meeting Area, classroom teachers take roll.</li> <li>Teacher reports missing students to our <b>Share911</b> and the tiles appear-when those students are accounted for the students will be marked accounted for by the adults present with those students</li> <li>Stay in the meeting area for further instruction.</li> </ul>
Step 7 Safety team search	<ul style="list-style-type: none"> <li>Before emergency crews are on campus, do not search for any bomb, or explosive.</li> <li><b>Search only for people who should be evacuated.</b></li> </ul>
Step 8 Further instructions & Return	<ul style="list-style-type: none"> <li>Do not resume school activities until the Safety Team announces <b><i>All clear. All Clear. Please return to your normal activity.</i></b></li> <li>If deemed necessary, the Safety Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.</li> </ul>
Step 9 Safety Team Debrief	<ul style="list-style-type: none"> <li>After emergency is all clear, Safety Team huddles for debrief.</li> </ul>
Step 10 Communications	<ul style="list-style-type: none"> <li>The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.</li> </ul>

## DEATH/SUICIDE

1. Office Manager will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Office Manager will notify teachers to keep students in their classrooms until informed otherwise.
4. Assigned person(s) will control and organize media.
5. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
6. Assigned person(s) will ensure that counseling services are available as soon as possible.

## INTRUDERS / VICIOUS ANIMALS

1. Executive Director, Director of Operations or the office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

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## EMERGENCY STUDENT RELEASE PROCEDURES

1. EBIA will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
3. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
4. In all situations, the Executive Director or Operations Team may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
5. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of the adult to whom the student is being released and address or destination.

IF THE EMERGENCY SITUATION DOES NOT EXTEND BEYOND NORMAL SCHOOL HOURS, STUDENTS WILL BE RELEASED AS USUAL AT THE END OF THE SCHOOL DAY.

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## EMERGENCY EVACUATION PROCEDURES FOR SAFE INGRESS AND EGRESS

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who

are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Considerations for Planning for People with Disabilities:

1. Identify the population of people with disabilities
2. Students with disabilities are located in self-contained SDC and SH classrooms
3. There are certified teachers and paraprofessionals trained to assist students with disabilities
4. Determine proper signage and equipment
5. The facility has been reviewed and certified by the school district's department of buildings and grounds
6. The facility is reviewed for proper signage and equipment on a yearly basis

B. Assigned Staff Trainers for Assisting Individuals With Disabilities

Name	Title
Ernesto Diaz	Lower School Dean of Culture
Michael Calhoun	Upper School Dean of Culture

On-Campus Evacuation/Assembly Location

[3400 Malcolm Ave \(Marshall Campus\)](#)

[3800 Mountain Blvd. \(GGA Campus\)](#)

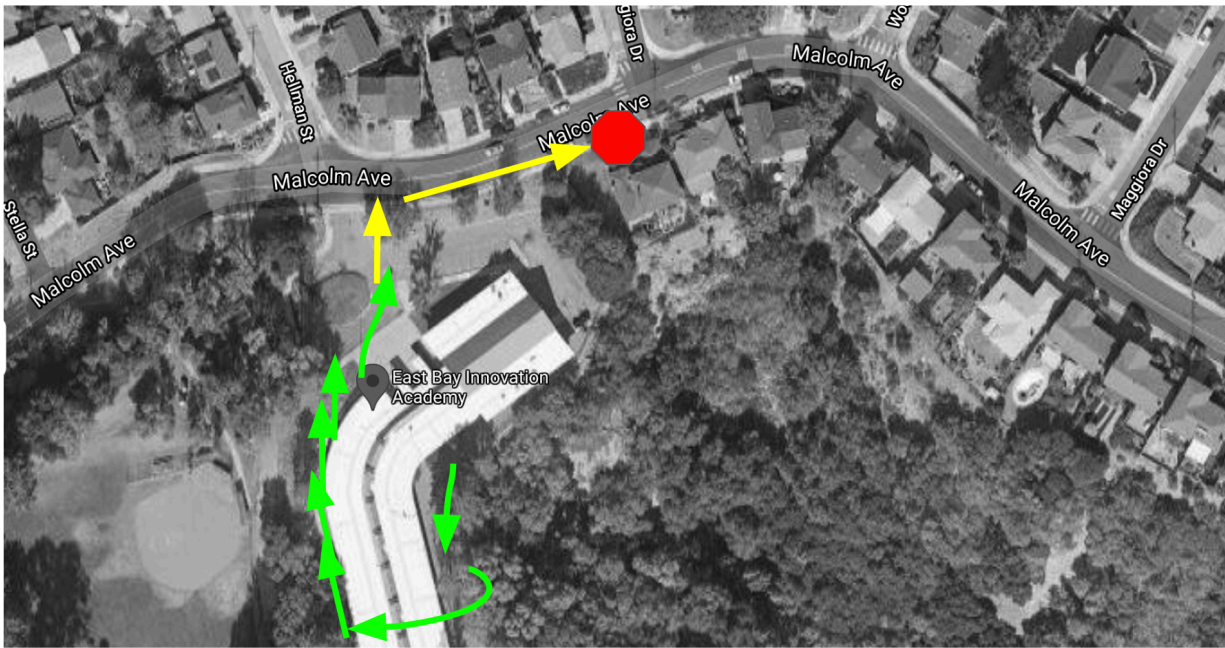
Emergency Phone Numbers

Entity	Number
Emergency	911
Oakland Police Department	510-777-3211
Oakland Fire Department	510-444-1616
American Red Cross	510-595-4400
Oakland Office of Emergency Services	510-238-3938
Summit Medical Center Emergency	510-869-8700

Department	
Highland Hospital Emergency/Trauma Department	510-437-4559
Kaiser Oakland Hospital	510-752-1000
Pacific Gas And Electric	800-743-5000
Ebmud Water	510-835-3000
Alameda County, Poison Center	800-222-1222
Office of Environmental Health Hazard Assessment	916-323-2514
OUSD - Emergency Preparedness	510-879-3670 (office)
CGA	510-504-8210

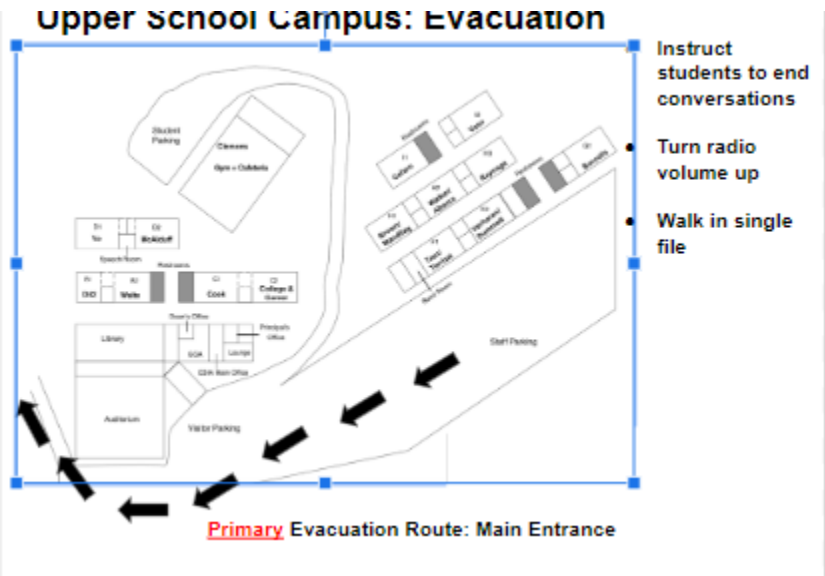
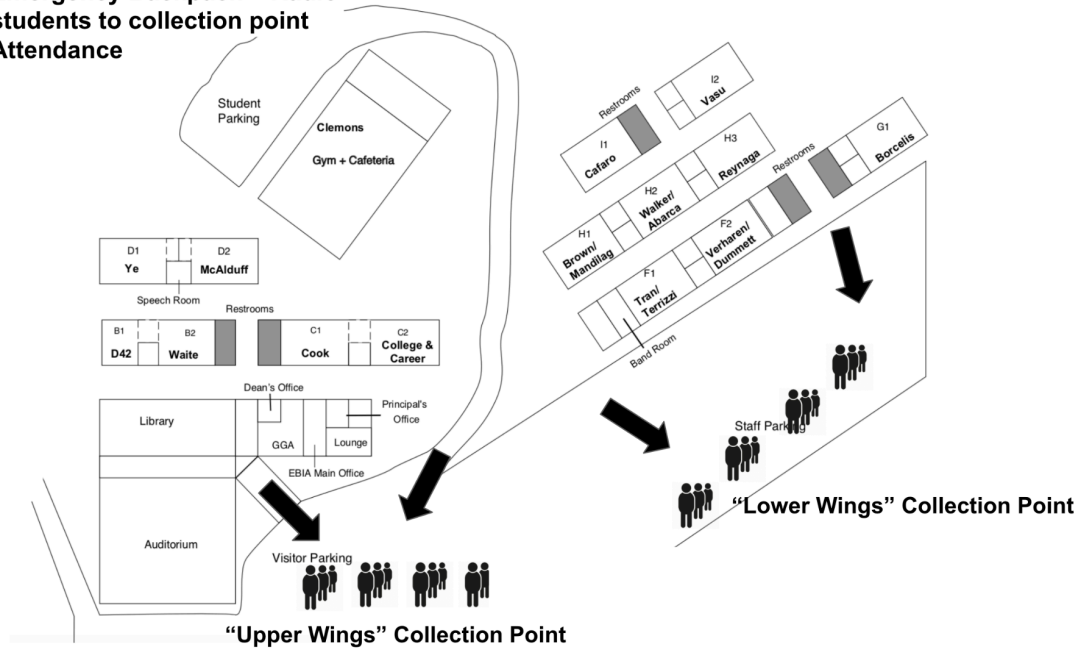
**SITE MAPS & EVACUATION PLAN**

Lower School - 3400 Malcolm Avenue



Upper School - 3800 Mountain Blvd.

1. Take Emergency Backpack + Radio
2. Take students to collection point
3. Take Attendance

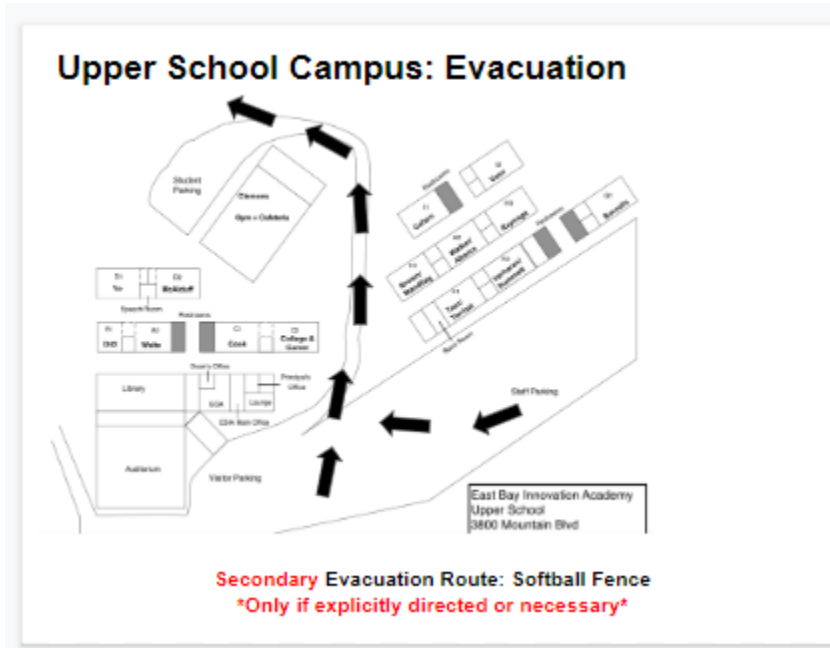




## Off-Campus Student Pick-Up:

### *Redwood Heights Recreation Center*

- *Right on 35th*
- *Left on Aliso*



## STUDENT DISCIPLINE

The School believes that one of the major functions of education is the preparation of youth for responsible citizenship. The School shall foster a



learning environment that reinforces self discipline and the acceptance of personal responsibility. In addition, the School shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide school personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in the charter petitions, the policies and procedures for suspension and expulsion of students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

## DISCIPLINE IN GENERAL

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for "time out";

- Referring students to the Dean of Culture or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention;

All employees will report unmanageable or unusual behavior of students to the Director of Student Support Services or designee as soon as possible. The Director of Student Support Services or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

## PUPIL SUSPENSION AND EXPULSION POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which lists the offenses and procedures for suspensions and expulsions. This Policy also addresses involuntary removals for violations of the Charter School's attendance policy. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates

additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth, or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent or guardian, or educational rights holder of the basis for which the pupil is being involuntarily removed and the student, the student's parent or guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

#### A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### B. ENUMERATED OFFENSES

1. Discretionary Suspension Offense. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section applies to pupils in any of grades 9 to 12, inclusive.

2. Discretionary Suspension and Expellable Offenses. Students may be suspended or suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- b) Caused, attempted to cause, or threatened to cause physical injury to another person.
- c) Willfully used force or violence upon the person of another, except self-defense.
- d) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- f) Committed or attempted to commit robbery or extortion.
- g) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- h) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- i) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- j) Committed an obscene act or engaged in habitual profanity or vulgarity.
- k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing

that student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work,

creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video or image.

- i. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - ii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object



of no reasonable use to the pupil unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Non-Discretionary Suspension and Expellable Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
  - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
  - b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more

than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.<sup>2</sup>

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

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<sup>2</sup> "Designee," as used in this suspension/expulsion policy includes the Site Administrator.

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following:

- 1) the pupil's presence will be disruptive to the education process; or
- 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parent or guardian, unless the pupil and the pupil's parent or guardian fail to attend the conference.

#### 4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

#### D. AUTHORITY TO EXPEL

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel should consist of at least three (3) members who are

certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Charter School Board of Directors shall make the final determination.

#### E. EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include: The date and place of the expulsion hearing;

1. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
2. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
3. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
4. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
5. The right to inspect and obtain copies of all documents to be used at the hearing;
6. The opportunity to confront and question all witnesses who testify at the hearing;
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the body presiding over the hearing from removing a support person whom the presiding chairperson finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
6. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or

influencing the witness.

7. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the body conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of

their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the pupil shall immediately be returned to his/her previous educational program.

#### I. WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### J. DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.



#### K. NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

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#### L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

The parents or guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### M. REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### N. READMISSION OR ADMISSION OF PREVIOUSLY EXPELLED STUDENT

The decision to readmit a pupil after the end of the pupil's expulsion term or to admit a previously expelled pupil from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the pupil's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and pupil's parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the pupil during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

#### O. NOTICE TO TEACHERS

The Charter School shall notify teachers of each pupil who has engaged in or is



reasonably suspected to have engaged in any of the acts listed in Education Code section 49079 and the corresponding enumerated offenses set forth above.

#### P. INVOLUNTARY REMOVAL FOR TRUANCY

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal.

#### Q. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

##### 1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

##### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the

decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however

the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Procedures to Notify Teachers of Dangerous Pupils

East Bay Innovation Academy is committed to providing a safe, orderly working environment for all employees. In alignment with this commitment and in alignment with the California Education Code, EBIA has established the following procedures related to notifying teachers of dangerous pupils.

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity. ED Code 32280-89 15

Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

The information provided shall be from the previous three school years. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Amended by Stats. 2000, Ch. 345, Sec. 2. Effective January 1, 2001.)

1. The school shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.
2. The Executive Director is to be made immediately aware of all incidents related to the endangerment of the school site and/or staff.

3. When violence is directed against an employee by any individual and the employee notifies the school, the Site Administrator or Executive Director shall take steps to ensure that appropriate legal and safety measures are instituted.
4. When the employee notifies the Site Administrator or Executive Director of a threat of bodily harm, the school shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.
5. East Bay Innovation Academy requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:
  - a. Confiscate the object and deliver it to the Site Administrator or Executive Director immediately
  - b. Immediately notify the Site Administrator or Executive Director, who shall take appropriate action
  - c. If the school employee determines the situation, person in question, or injurious object poses **imminent and extreme danger** (e.g. an individual with a brandished firearm, knife, etc.) the employee may directly notify the local law enforcement agency and the Site Administrator and Executive Director
6. When informing the Site Administrator or Executive Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.
7. The Executive Director is to be consulted and made aware of any situation involving law enforcement. There should never be a situation where the Police or emergency personnel are on campus and the Executive Director is not aware.
  - a. Whenever possible, the Executive Director should be consulted prior to contacting law enforcement
  - b. If a school employee is unable to consult the Executive Director prior to contacting law enforcement, the Executive Director must be contacted directly after making contact with law enforcement personnel

## ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

East Bay Innovation Academy ("EBIA") is committed to providing a work and educational atmosphere that is free of unlawful harassment. EBIA's policy

prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. EBIA will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which EBIA does business with. This policy applies to all employee actions and relationships, regardless of position or gender. EBIA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

#### PROHIBITED UNLAWFUL HARASSMENT

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

#### PROHIBITED UNLAWFUL SEXUAL HARASSMENT

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by EBIA.

EBIA is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.



Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All Supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a Supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with Supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their Supervisor or the Executive Director or the COO & CFO. See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - o Rape, sexual battery, molestation or attempts to commit these assaults and

- o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an allinclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

EBIA will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or Supervisory responsibilities.

## PREVENTION OF CHILD ABUSE POLICY

The School is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

## REPORTING SUSPECTED CHILD ABUSE/ NEGLECT

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children’s Protective Services, the School’s child care

custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of the School must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

#### REPORTING PROBLEMS AT THE SCHOOL SITE

The School maintains zero tolerance for abuse. Every member of the School community must participate actively in the protection of its students.

The School will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future school employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on the school premises or during a school-sponsored activity, he or she is required to immediately report their observations to the Office Manager or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- "private time" with students,

- taking students off premises without adhering to procedures,
- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The Executive Director or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

The School will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

## A SAFE AND ORDERLY ENVIRONMENT

### **CLIMATE FOR LEARNING AND GROWTH at EBIA**

East Bay Innovation Academy will make every effort to ensure that each student's school experience is rich and significant, and that the environment is orderly, warm, and conducive to learning. EBIA fosters a commonality of purpose and a sense of cohesiveness among parents, school staff, and the community-at-large.

#### OUR MISSION

East Bay Innovation Academy's ("EBIA," the "School," or "the Charter School") mission is to prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

#### OUR VISION

EBIA is rethinking how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over fifty (50) years. While schools have not changed, our world has, leaving many of our schools, even the “best” ones, behind. EBIA is a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

## OUR INSTRUCTIONAL MODEL

EBIA is a rigorous STEAM (“Science, Technology, Engineering, Art and Math”) school with a unique focus on the social and emotional skills students need to be leaders. Students will learn to be problem solvers and strong advocates who work together and take responsibility for their own learning.



Students will work together on long-term, “**real-world**” projects that combine many different subjects, and will learn to present those projects using technology.

Students will alternate between different learning models, including online learning, and in later grades will be **self-guided**.

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## OUR CORE BELIEFS

We believe in **Possibility and Perseverance**

*All students will achieve at the highest levels and prepare for success in college and career. We value courage, action and hard work.*

We believe in **Creativity and Curiosity**

*Students will work together with critical and creative minds. We value exploration, perspective and determination.*

We believe in **Community**

*Parents, teachers, school leaders, and board members will take responsibility for all students' success. We value relationships, kindness, integrity and respect.*

We believe in the **Greater Good**

*EBIA will teach students about social justice and civic responsibility. We value giving back to the community and improving our school, our community and our world.*

We believe in **Diversity**

*Students will prepare for society and the workforce by working with and appreciating those who are different from themselves.*

## OUR INNOVATOR NORMS

The character traits we expect all our students to exhibit are known as **Innovator Norms**. Our six Innovator Norms will be woven throughout our culture, classrooms and community.

**Perseverance:** Maintaining a steady persistence in a course of action, and exhibiting a commitment to purpose and tenacity, in spite of difficulties, obstacles, or discouragement.

**Curiosity:** Eagerly desiring to know and learn; taking initiative and being inventive.

**Kindness:** Being considerate or helpful.

**Respect:** Honoring or being considerate towards self, property, and others.

**Conscientiousness:** Being careful, meticulous; being thorough, careful, or vigilant; desiring to do a task well and to completion; being accountable, prioritizing to set and meet goals, and achieving results.

**Leadership:** The quality of an individual's membership in, and contribution to, a community.

## RESTORATIVE JUSTICE

*Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.*

-excerpt from Amstutz and Mullet, Restorative Discipline for Schools

Instructional time is “sacred” and successful learning experiences depend upon the engaged participation of every student. The community is composed of individuals who exercise self-discipline while understanding the need for inter-dependency.

Below is an **example** of teacher response to students making poor choices in class which are adversely affecting the learning environment:

1. If misbehavior occurs, the teacher will address the responsible individual(s) respectfully, reminding the student of the appropriate desired behaviors, and logging the behavior as appropriate.
2. If misbehavior persists, the teacher will ask the student(s) to step outside the classroom or individually approach the student for a 1-2-minute conference. That conference will provide the student(s) the opportunity to discuss the behavior and ways in which they can demonstrate to the class that they are ready to learn and re-join the community.
  - If the teacher feels the student(s) is/are ready to return to class, the



student(s) re-joins the community and demonstrates active scholarly participation.

- If the student returns to class and continues misbehavior, that student will be asked to write a reflection and may be referred to speak to an administrator.
  - If the teacher feels the student(s) is/are not ready to return, the student(s) will be asked to write a reflection about the undesired behavior either in that teacher's class or a neighboring class.
3. If the student(s) return(s) to class after having written a reflection and continues with unproductive behavior, the student(s) will be referred to the office and will engage in the administrative behavior support plan.
  4. If the behavior in class is extreme in nature and cannot be dealt with following the aforementioned steps, the student will be referred to the office and will engage in the administrative behavior support plan and/or the School will follow its Suspension Expulsion Policy as outlined within its Charter.

Understanding most behaviors will be addressed by the classroom teacher, as a means of re-engaging students in the learning environment, students referred to the office will already have been given multiple opportunities for correcting misbehavior. We treat every student as an individual and will adjust our approach on a case-by-case basis. We apply restorative justice principles to supporting positive student choices so that unwanted behaviors do not continue, but we can also offer a more traditional model for students and families who prefer not to participate in the restorative approach.

## PROCEDURES FOR TACTICAL RESPONSE AND CRIMINAL INCIDENTS

East Bay Innovation Academy is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. In alignment with this commitment and the California Education Code, East Bay Innovation Academy has established the following tactical response procedures.

1. The perimeter of the school campus will be monitored at all times.
  - a. During drop-off and pick-up times, additional gates will be unlocked and opened. School personnel will monitor the gates and yard areas to ensure entry is limited to school community members.
  - b. During the after school program, school personnel will monitor the gates and yard areas to ensure entry is limited to school community members.

- c. End of day security protocols will be developed. All staff will receive annual training related to these procedures.
2. East Bay Innovation Academy will control and maintain access to keys and security codes for all school personnel and other authorized individuals. School personnel and other authorized individuals who are issued keys and/or alarm codes will receive training related to procedures for securing the school site.
3. East Bay Innovation Academy requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:
  - a. Confiscate the object and deliver it to the Site Administrator or Executive Director immediately
  - b. Immediately notify the Site Administrator or Executive Director, who shall take appropriate action
  - c. If the school employee determines the situation, person in question, or injurious object poses **imminent and extreme danger** (e.g. an individual with a brandished firearm, knife, etc.) the employee may directly notify the local law enforcement agency and the Site Administrator and Executive Director
4. When informing the Executive Director or Site Administrator about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.
5. East Bay Innovation Academy has developed and will provide annual training and regularly scheduled drills related to the following disaster procedures that will be used as part of the schools' tactical response procedures:

## EMPLOYEE CONDUCT WITH STUDENTS

All school employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all School employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

## ALCOHOL, TOBACCO, AND CONTROLLED SUBSTANCES

All school employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

## TRANSPORTATION OF STUDENTS

School employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

- a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;
- e) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- f) Whenever possible, two school employees should collectively engage in the transportation activity.

EMERGENCY TELEPHONE NUMBER DIRECTORY

Entity	Number
Emergency	911
Oakland Police Department	510-777-3211
Oakland Fire Department	510-444-1616
American Red Cross	510-595-4400
Oakland Office of Emergency Services	510-238-3938
Summit Medical Center Emergency Department	510-869-8700
Highland Hospital Emergency/Trauma Department	510-437-4559
Kaiser Oakland Hospital	510-752-1000
Pacific Gas And Electric	800-743-5000
Ebmud Water	510-835-3000
Alameda County, Poison Center	800-222-1222
Office of Environmental Health Hazard Assessment	916-323-2514
OUSD - Emergency Preparedness	510-879-3670 (office)
GGA	510-504-8210

## APPENDIX

### EVACUATION PROCEDURES

#### EMERGENCY EVACUATION: ADMINISTRATION'S CHECKLIST

- 🕒 Determine appropriate evacuation areas that have been pre-designated.
- 🕒 Activate alarm/PA system or send message runner.
- 🕒 Telephone emergency service personnel:
  - 911 or fire (444-1616)
  - Utilities

#### ACTIVATE KEY PERSONNEL TO :

- 🕒 Attend to the injured.
- 🕒 Assure complete evacuation and student/staff are accounted for.
- 🕒 Ensure special needs students are evacuated accordingly.
- 🕒 Secure school for specific emergency.
- 🕒 Clear road/fire lanes for emergency vehicles (pre-assigned).
- 🕒 Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- 🕒 Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- 🕒 Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- 🕒 Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.

- 🕒 Seek Board of Directors' approval for school closure if damage cannot be immediately restored or repaired.
- 🕒 If possible, have students/staff re-enter parts of the school that are declared safe.
- 🕒 Make sure all students/staff are accounted for once outside.

#### EMERGENCY EVACUATION: EMPLOYEES CHECKLIST

- 🕒 Upon emergency alert, secure work area as advised and depart/report to assigned area.
- 🕒 Perform duties as pre-assigned by the Executive Director and designated site leaders - Francesca Fay at 3800 Mountain Blvd. and Mick Terrizzi at 3400 Malcolm Ave. in cooperation with emergency services personnel.
- 🕒 DO NOT re-enter the building without permission or request of emergency service authorities.
- 🕒 Remain in the general assembly areas and calm students if not assigned another duty.
- 🕒 If dismissed, inform Executive Director and designated site leaders - Francesca Fay at 3800 Mountain Blvd. and Mick Terrizzi at 3400 Malcolm Ave.
- 🕒 When signaled to re-enter safe areas of the school, quickly do so.
- 🕒 Upon safe re-entry, report anything amiss to the Executive Director and designated site leaders - Francesca Fay at 3800 Mountain Blvd. and Mick Terrizzi at 3400 Malcolm Ave.

#### EMERGENCY EVACUATION: TEACHERS CHECKLIST

- 🕒 Upon alert, assemble students for evacuation using designated routes and account for all students.
- 🕒 Secure room as advised.
- 🕒 Upon arrival at the assembly area, account for all students.
- 🕒 Secure medical treatment for injured students.
- 🕒 Report any students missing or left behind because of serious injuries.
- 🕒 Stay with and calm students.

- ❶ If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- ❷ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ❸ Check room and report anything amiss to the Executive Director and designated site leaders - Francesca Fay at 3800 Mountain Blvd. and Mick Terrizzi at 3400 Malcolm Ave..
- ❹ Debrief students to calm fears about the evacuation.

#### IF IT IS NECESSARY TO EVACUATE TO ANOTHER SCHOOL OR RELIEF CENTER, THE EXECUTIVE DIRECTOR WILL:

- ❶ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ❷ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

#### CAMPUS MAPS AND EVACUATION ROUTES

The Evacuation Routes are outlined in each link.

[3400 Malcolm Ave \(Marshall Campus\)](#)

[3800 Mountain Blvd. \(GGA Campus\)](#)

#### PROTOCOL FOR MEDICATION AND OPIOID RESPONSE

Click [here](#) to Review our EBIA Administration of Medications Policy - inclusive of emergency response to Opioid overdose

#### STOPit SOLUTIONS - SCHOOLWIDE ANONYMOUS INCIDENT REPORTING AND RESPONSE SYSTEM

The Charter School provides students, staff, families and community members a resource to report any incidents affecting students or the community through STOPit Solutions.

Reports can be made by visiting Website:

<https://appweb.stopitsolutions.com/directory>

or calling

Phone: Call the 24/7 Incident Response Center to submit a report at 818.699.0504

Students and families can use STOPit to:

- make anonymous reports through the STOPit mobile app, website, or via phone with the 24/7 Incident Response Center
- submit photo or video evidence (App/Web Only)
- alert school administrators to issues early, before they escalate
- connect immediately via text with certified mental health counselors through the Crisis Text Line located in the app

Students and family members have the power to help put an end to harmful and inappropriate behavior they see online through social media and other means. Students can use STOPit to reach out for help if they or a peer are facing a personal crisis or experiencing bullying, abuse, or are in need of mental health support.

STOPit can be used to report:

- bullying
- cyberbullying
- discrimination
- harassment
- violence
- threats
- weapons
- alcohol or drug-related issues
- mental health struggles like suicidal ideations

The Charter School Receives notifications when a report has been made and is able to respond accordingly using the school's designated response team and protocol.



## MENTAL HEALTH SERVICES

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

### Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to contact Sam Offenbergl at 510-577-9557 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the appropriate Office Lead at 510-577-9557.

### Available in the Community:

- Alameda County Behavioral Health Care Services 2000 Embarcadero #400, Oakland, CA 94606

(510) 567-8100

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273- 8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

# Coversheet

## 2023-2024 2nd Interim Financial Update

**Section:** III. Finance and Development  
**Item:** A. 2023-2024 2nd Interim Financial Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** EBIA-February Board Packet-JW-20240216.pdf

# East Bay Innovation Academy 2023-24 2nd Interim Update

BRYCE FLEMING & JESSIKA WELCOME  
FEBRUARY 21, 2024





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# 2023-2024



# Financial Summary

## Operating loss increases to **\$179K**, fund balance and cash remain strong

### Revenue

- Local revenue increased by \$51K
- Other state revenue decreased by \$12K from adjustments to one-time funding

### Expenses

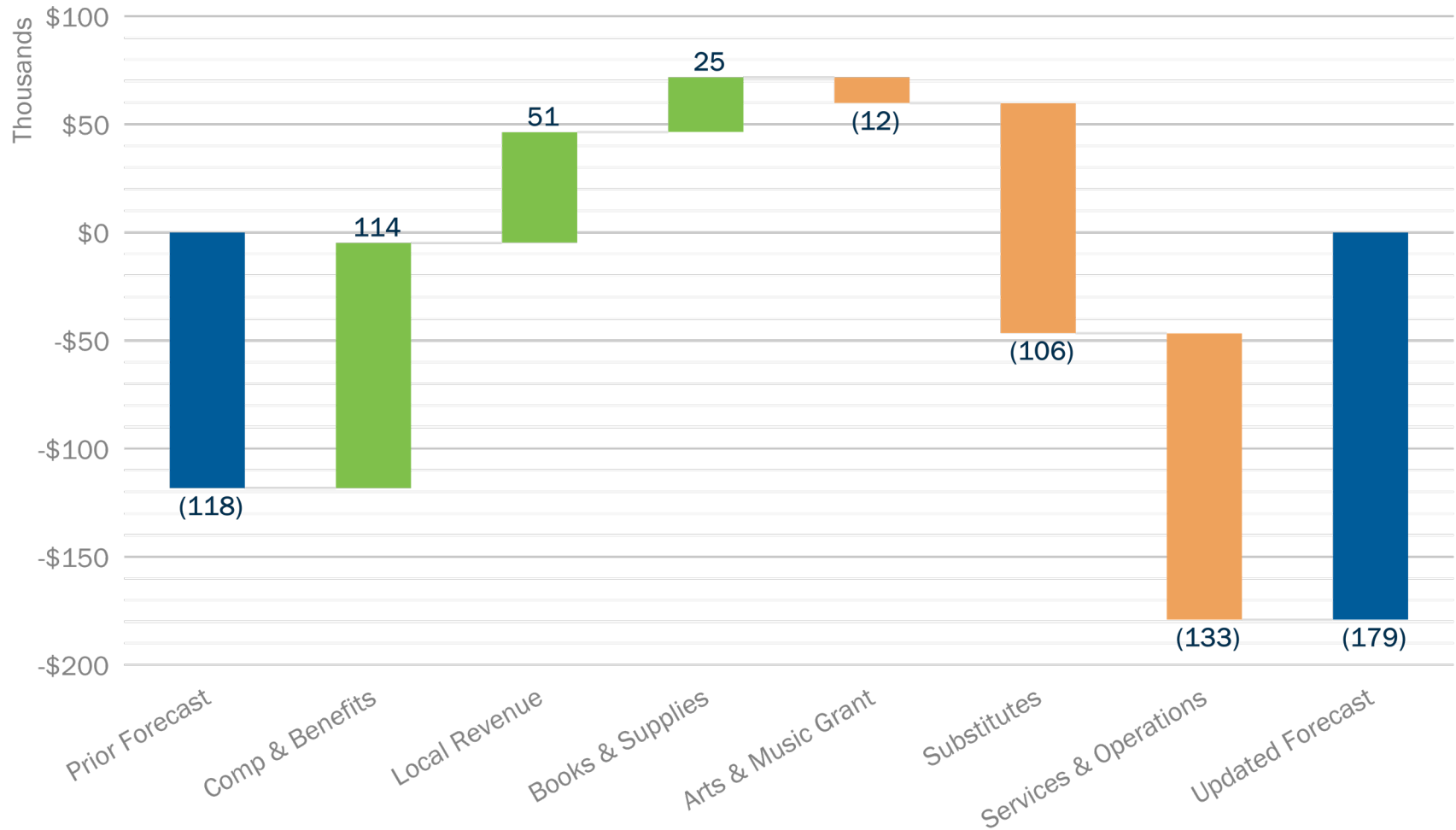
- Savings of \$114K in compensation and benefits offset by increase of \$106K in substitutes
- Service and operating costs increased by \$133K, largely driven by SPED placements

### Financial Health

- Fund balance projected to end at \$1.83M (21% of expenses)
- Cash balance decreased to \$1.48M (62 DCOH)

# 2023-24 Forecast Update

## Forecast is down \$61K since 1<sup>st</sup> Interim





# 2023-24 2nd Interim Budget

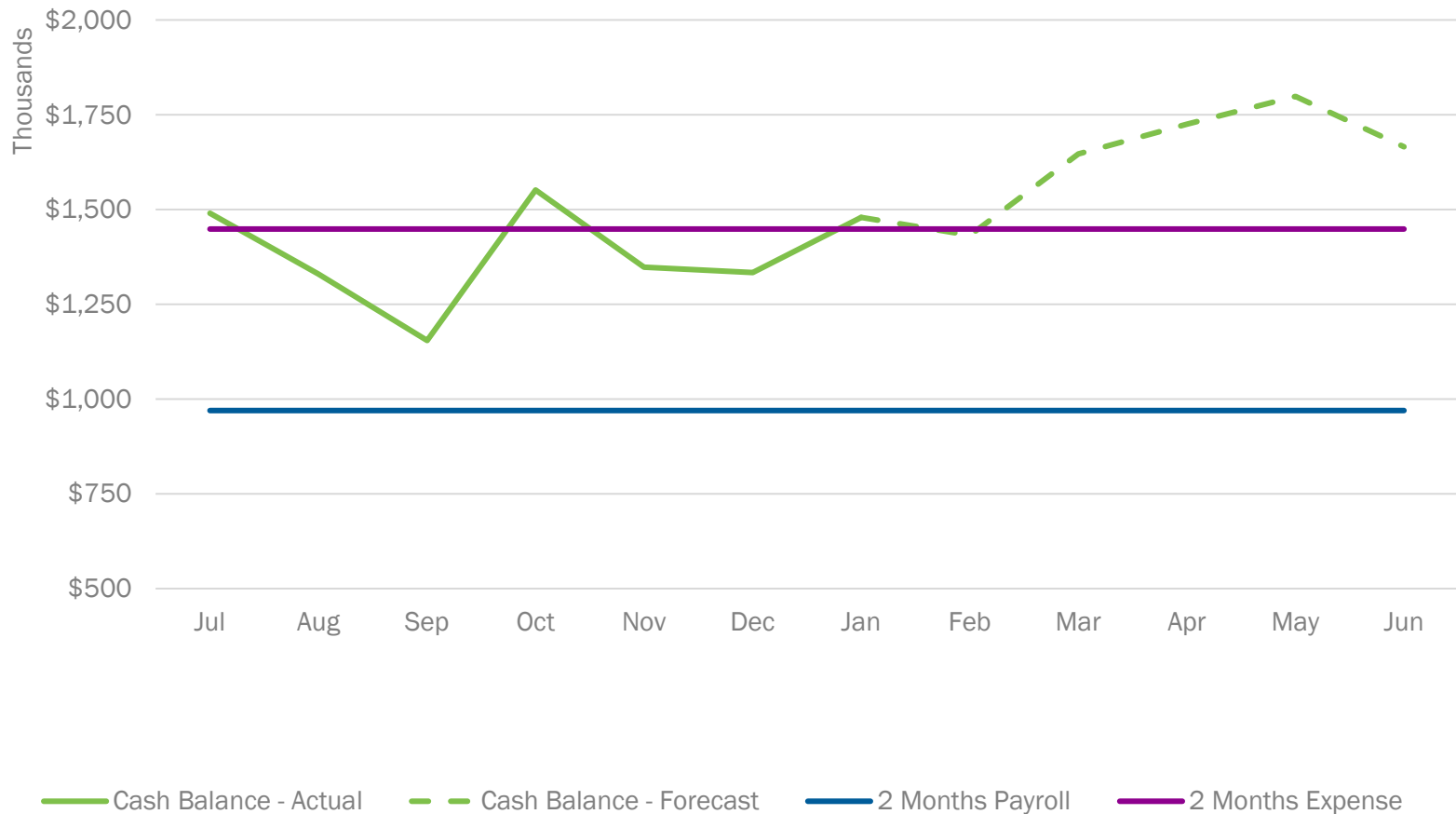


		2023-24	2023-24	Difference
		1st Interim	Current Forecast	
Revenue	LCFF Entitlement	5,771,537	5,771,537	-
	Federal Revenue	321,797	286,806	(34,991)
	Other State Revenues	1,799,561	1,852,842	53,281
	Local Revenues	455,921	507,074	51,153
	Fundraising and Grants	160,000	160,000	-
	<b>Total Revenue</b>	<b>8,508,816</b>	<b>8,578,259</b>	<b>69,443</b>
Expenses	Comp and Benefits	5,933,771	5,820,206	113,565
	Books and Supplies	347,954	350,767	-2,813
	Services and Other Ops	2,345,457	2,586,385	-240,928
	Depreciation	-	-	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>8,627,182</b>	<b>8,757,359</b>	<b>(130,176)</b>
	<b>Operating Income</b>	<b>(118,367)</b>	<b>(179,101)</b>	<b>(60,734)</b>
	Beginning Balance (Audited)	2,083,362	2,083,362	-
	Operating Income	(118,367)	(179,101)	(60,734)
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>1,964,995</b>	<b>1,904,261</b>	<b>(60,734)</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>22.8%</b>	<b>21.7%</b>	<b>-1.0%</b>

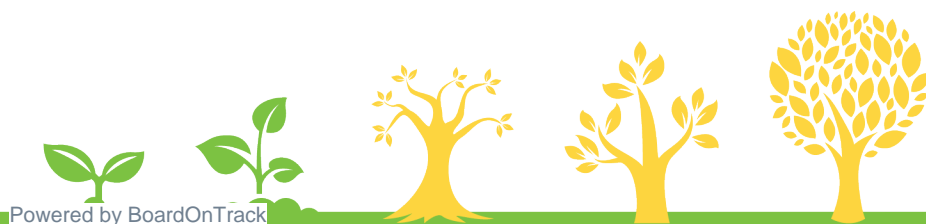


# 2023-24 Cash Flow by Month

**Cash balance of \$1.48M in January, continuing to remain strong**

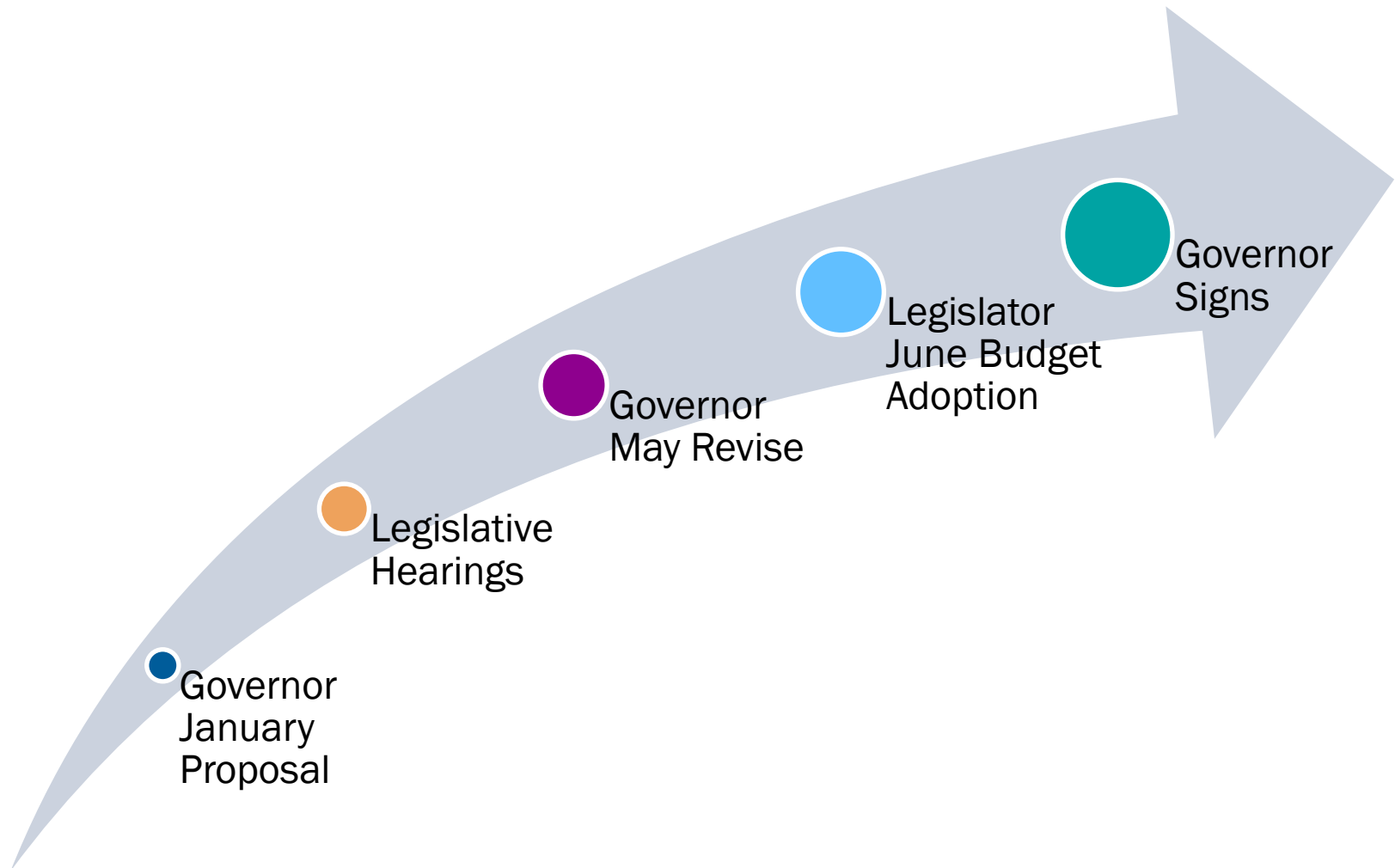


# 2024-2025

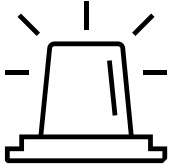


# State Budget Process

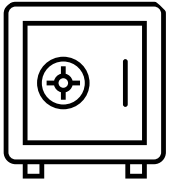
## Iterative process with many changes to Governor's Proposal



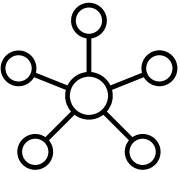
# January Budget Proposal



0.76% COLA driven by \$38B projected state budget deficit



Withdrawals from Prop 98 rainy day fund required to satisfy funding mandates



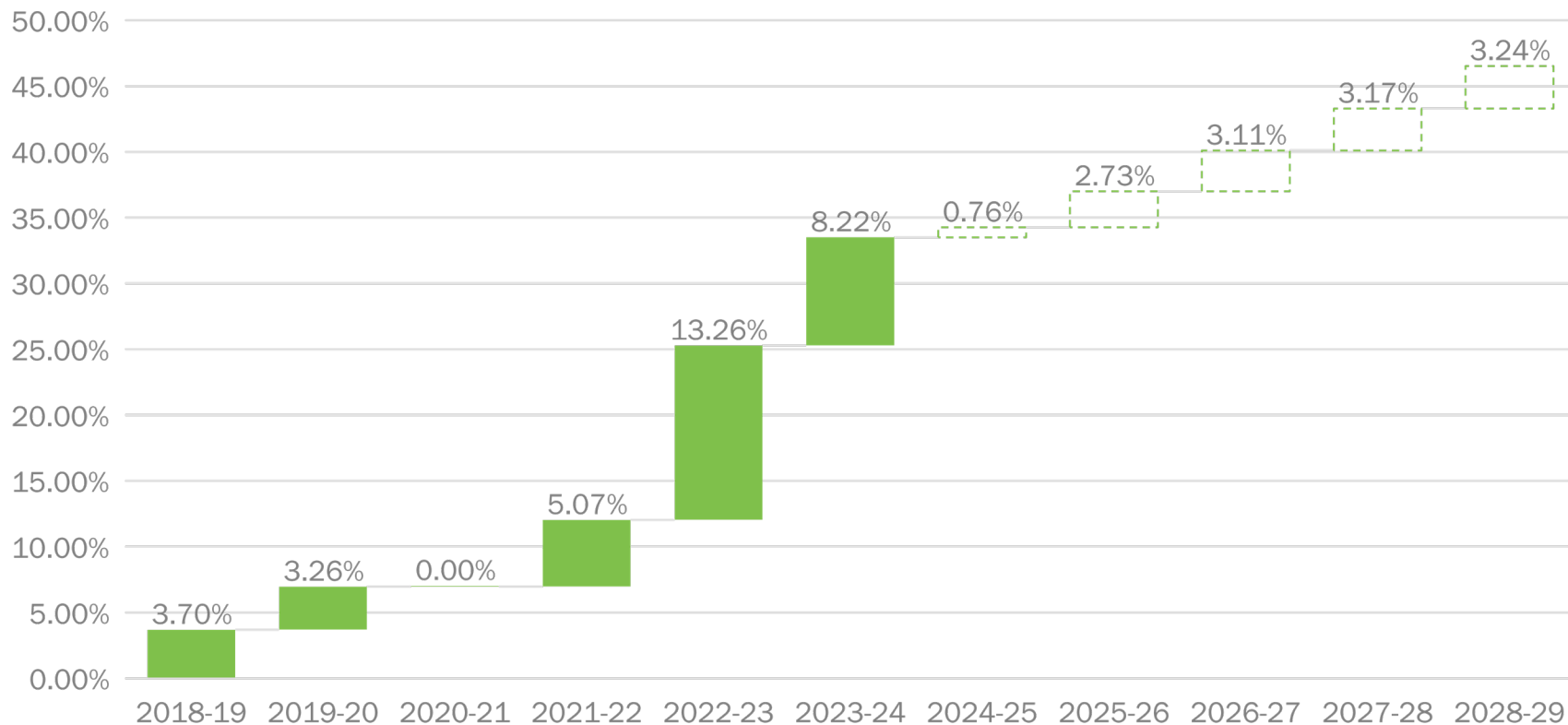
COLA extends to SpEd, Nutrition, MBG, Equity Multiplier, and more



Proposal does not cut programming, but no new funding sources

# CA Historical and Projected LCFF Increase

## Highest COLAs since LCFF implementation followed by second lowest



**2024-25 COLA at January Budget Proposal – 0.76%**

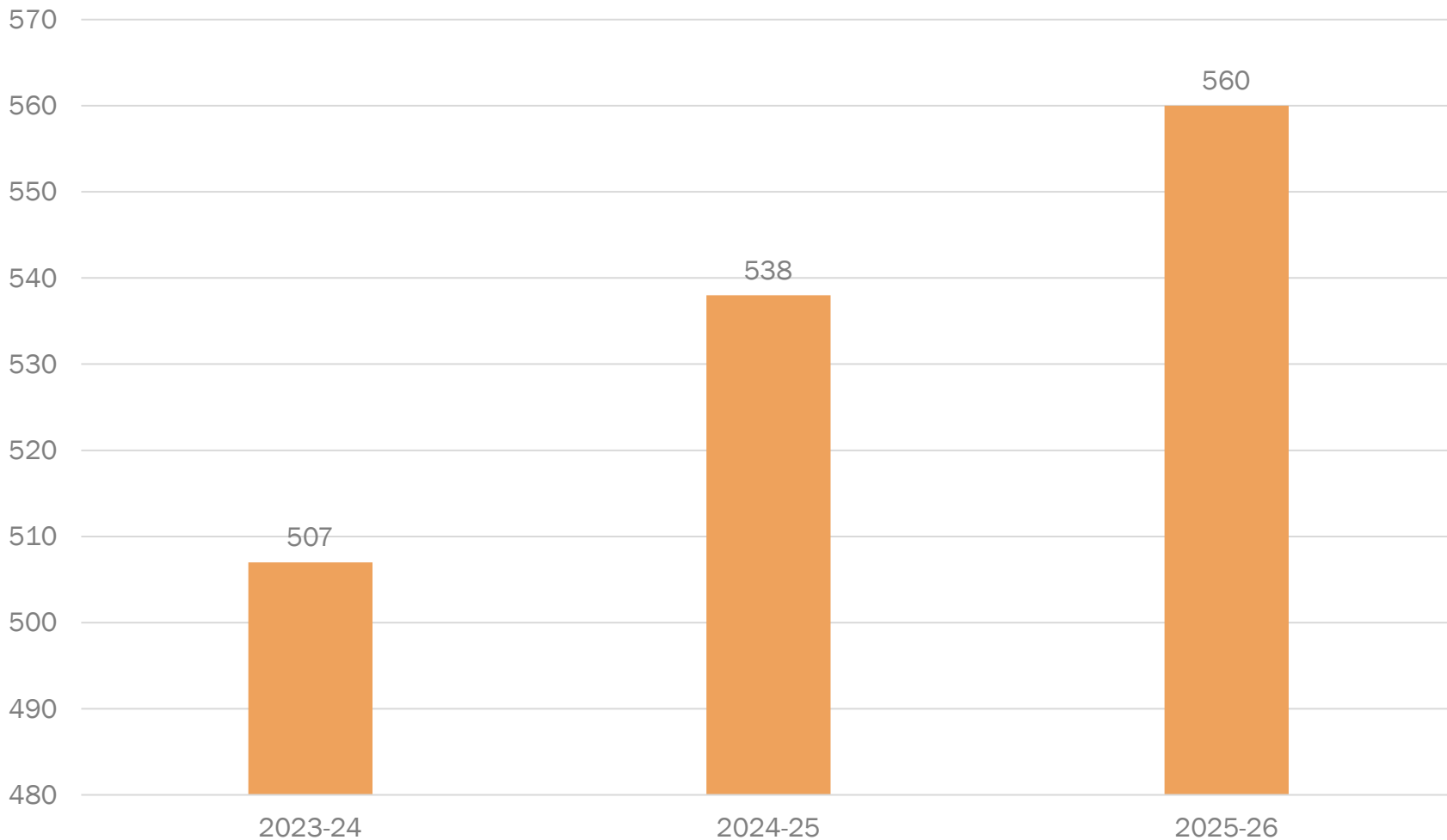
# 2023-24 2<sup>nd</sup> Interim MYP



		2023-24	2024-25	2025-26
		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
Revenue	LCFF Entitlement	5,771,537	6,264,929	6,760,547
	Federal Revenue	286,806	203,129	210,868
	Other State Revenues	1,852,842	1,137,304	1,150,409
	Local Revenues	507,074	445,759	445,759
	Fundraising and Grants	160,000	160,000	160,000
	<b>Total Revenue</b>	<b>8,578,258</b>	<b>8,211,122</b>	<b>8,727,583</b>
Expenses	Comp and Benefits	5,820,206	5,639,712	5,932,544
	Books and Supplies	350,767	364,308	383,914
	Services and Other Ops	2,586,385	1,986,241	2,051,542
	Depreciation	-	-	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>8,757,359</b>	<b>7,990,260</b>	<b>8,368,001</b>
	<b>Operating Income</b>	<b>(179,101)</b>	<b>220,861</b>	<b>359,582</b>
	Beginning Balance (Audited)	2,083,362	1,904,261	2,125,122
	Operating Income	(179,101)	220,861	359,582
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>1,904,261</b>	<b>2,125,122</b>	<b>2,484,704</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>21.7%</b>	<b>26.6%</b>	<b>29.7%</b>

# Enrollment Projections

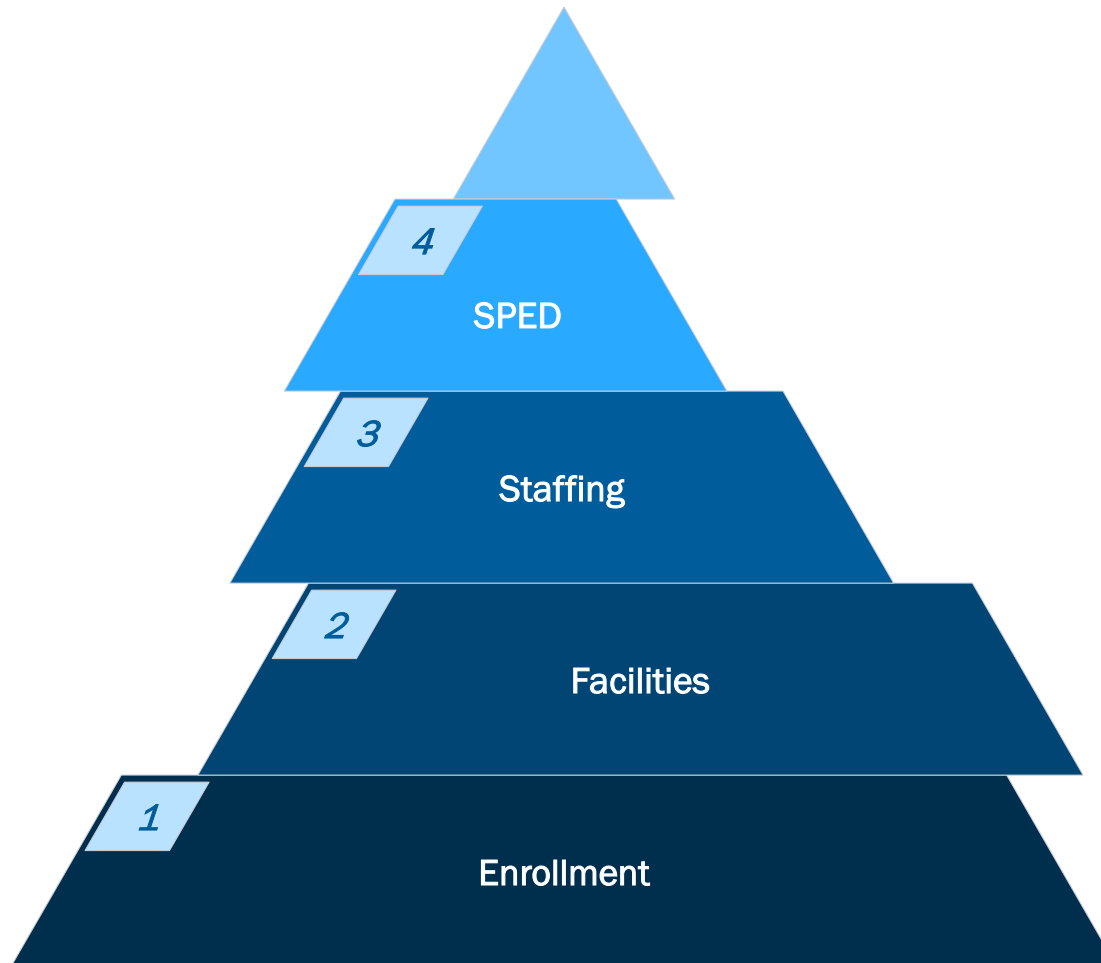
## 2<sup>nd</sup> Interim MYP includes the following enrollment projections





# Opportunities and Uncertainties

**Facilities change comes with costs, but also offers potential upsides**



# Exhibits



**East Bay Innovation Academy**  
**Income Statement**  
**As of Jan FY2024**

	Actual			YTD	Budget							
	Nov	Dec	Jan	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	
<b>SUMMARY</b>												
<b>Revenue</b>												
LCFF Entitlement	515,172	515,172	405,194	2,702,118	6,384,109	5,771,537	5,771,537	-	(612,572)	3,069,419	47%	
Federal Revenue	-	7,505	50,052	57,557	282,340	321,797	286,806	(34,991)	4,466	229,248	20%	
Other State Revenues	72,008	68,295	107,330	525,051	1,601,039	1,799,561	1,852,842	53,281	251,803	1,327,790	28%	
Local Revenues	8,045	12,145	208,359	325,559	505,881	455,921	507,074	51,153	1,193	181,514	64%	
Fundraising and Grants	20,100	2,804	1,373	29,892	80,000	160,000	160,000	-	80,000	130,108	19%	
<b>Total Revenue</b>	<b>615,325</b>	<b>605,921</b>	<b>772,307</b>	<b>3,640,178</b>	<b>8,853,368</b>	<b>8,508,816</b>	<b>8,578,258</b>	<b>69,442</b>	<b>(275,110)</b>	<b>4,938,080</b>	<b>42%</b>	
<b>Expenses</b>												
Compensation and Benefits	532,020	480,802	550,250	3,428,586	6,375,721	5,933,771	5,820,206	113,565	555,515	2,391,621	59%	
Books and Supplies	31,104	4,914	26,687	238,150	370,801	347,954	350,767	(2,813)	20,034	112,616	68%	
Services and Other Operating Expenditures	255,126	159,632	140,636	1,354,972	2,029,534	2,345,457	2,586,385	(240,928)	(556,851)	1,231,414	52%	
Depreciation	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	150	520	-	8,141	-	-	-	-	-	(8,141)	-	
<b>Total Expenses</b>	<b>818,400</b>	<b>645,867</b>	<b>717,572</b>	<b>5,029,849</b>	<b>8,776,056</b>	<b>8,627,182</b>	<b>8,757,359</b>	<b>(130,176)</b>	<b>18,698</b>	<b>3,727,509</b>	<b>57%</b>	
<b>Operating Income</b>	<b>(203,074)</b>	<b>(39,946)</b>	<b>54,735</b>	<b>(1,389,671)</b>	<b>77,312</b>	<b>(118,367)</b>	<b>(179,101)</b>	<b>(60,734)</b>	<b>(256,413)</b>	<b>1,210,571</b>		
<b>Fund Balance</b>												
Beginning Balance (Unaudited)					2,094,390	2,009,115	2,009,115					
Audit Adjustment					-	-	74,247					
Operating Income					77,312	(118,367)	(179,101)					
<b>Ending Fund Balance</b>					<b>2,171,702</b>	<b>1,890,748</b>	<b>1,904,261</b>					
Fund Balance as a % of Expenses					25%	22%	22%					

**East Bay Innovation Academy**  
**Income Statement**  
**As of Jan FY2024**

	Actual			YTD	Budget						
	Nov	Dec	Jan	Actual YTD	Approved	Previous	Current	Previous	Approved	Current	% Current
					Budget v1	Forecast	Forecast	Forecast vs. Current	Budget v1 vs. Current	Forecast Remaining	Forecast Spent
<b>KEY ASSUMPTIONS</b>											
<b>Enrollment Summary</b>											
4-6					100	94	94	-		(6)	
7-8					195	188	188	-		(7)	
9-12					262	225	225	-		(37)	
<b>Total Enrolled</b>					<b>557</b>	<b>507</b>	<b>507</b>	-		<b>(50)</b>	
<b>ADA %</b>											
4-6					95.0%	95.0%	95.0%	0.0%		0.0%	
7-8					95.0%	95.0%	95.0%	0.0%		0.0%	
9-12					95.0%	95.0%	95.0%	0.0%		0.0%	
<b>Average ADA %</b>					<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>0.0%</b>		<b>0.0%</b>	
<b>ADA</b>											
4-6					95.00	89.30	89.30	-		(5.70)	
7-8					185.25	178.60	178.60	-		(6.65)	
9-12					248.90	213.75	213.75	-		(35.15)	
<b>Total ADA</b>					<b>529.15</b>	<b>481.65</b>	<b>481.65</b>	-		<b>(47.50)</b>	

**East Bay Innovation Academy**  
**Income Statement**  
**As of Jan FY2024**

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		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current	Approved Budget v1 vs. Current	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>												
<b>LCFF Entitlement</b>												
8011	Charter Schools General Purpose Entitlement - State Aid	380,068	380,068	380,068	1,942,570	4,008,755	4,056,540	4,056,540	-	47,786	2,113,970	48%
8012	Education Protection Account Entitlement	-	-	25,126	50,252	105,830	96,330	96,330	-	(9,500)	46,078	52%
8096	Charter Schools in Lieu of Property Taxes	135,104	135,104	-	709,296	2,269,524	1,618,667	1,618,667	-	(650,858)	909,371	44%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>515,172</b>	<b>515,172</b>	<b>405,194</b>	<b>2,702,118</b>	<b>6,384,109</b>	<b>5,771,537</b>	<b>5,771,537</b>	<b>-</b>	<b>(612,572)</b>	<b>3,069,419</b>	<b>47%</b>
<b>Federal Revenue</b>												
8181	Special Education - Entitlement	-	-	-	-	65,930	68,567	68,567	-	2,637	68,567	0%
8220	Child Nutrition Programs	-	7,505	3,878	11,383	82,882	75,442	40,450	(34,991)	(42,431)	29,067	28%
8291	Title I	-	-	43,674	43,674	70,411	70,411	70,411	-	-	26,737	62%
8292	Title II	-	-	-	-	13,117	13,117	13,117	-	-	13,117	0%
8294	Title IV	-	-	2,500	2,500	10,000	10,000	10,000	-	-	7,500	25%
8299	All Other Federal Revenue	-	-	-	-	40,000	84,260	84,260	-	44,260	84,260	0%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>7,505</b>	<b>50,052</b>	<b>57,557</b>	<b>282,340</b>	<b>321,797</b>	<b>286,806</b>	<b>(34,991)</b>	<b>4,466</b>	<b>229,248</b>	<b>20%</b>
<b>Other State Revenue</b>												
8381	Special Education - Entitlement (State)	46,109	46,109	46,116	235,047	469,179	452,503	452,503	-	(16,676)	217,456	52%
8382	Special Education Reimbursement (State)	3,660	3,660	3,660	18,706	30,691	27,936	27,936	-	(2,755)	9,230	67%
8520	Child Nutrition - State	-	14,026	7,324	21,350	10,360	9,430	74,772	65,342	64,412	53,422	29%
8545	School Facilities Apportionments	-	-	-	-	253,537	287,449	287,449	-	33,912	287,449	0%
8550	Mandated Cost Reimbursements	17,739	-	-	17,739	17,732	17,740	17,740	-	8	1	100%
8560	State Lottery Revenue	-	-	45,730	45,730	130,984	125,263	125,263	-	(5,721)	79,533	37%
8590	All Other State Revenue	-	-	-	157,762	625,139	829,240	817,179	(12,061)	192,040	659,417	19%
8593	Other State Revenue 3	4,500	4,500	4,500	28,717	63,416	50,000	50,000	-	(13,416)	21,283	57%
<b>SUBTOTAL - Other State Revenue</b>		<b>72,008</b>	<b>68,295</b>	<b>107,330</b>	<b>525,051</b>	<b>1,601,039</b>	<b>1,799,561</b>	<b>1,852,842</b>	<b>53,281</b>	<b>251,803</b>	<b>1,327,790</b>	<b>28%</b>
<b>Local Revenue</b>												
8634	Food Service Sales	-	-	-	-	1,036	943	943	-	(93)	943	0%
8660	Interest	1	302	852	1,158	5	5	1,158	1,153	1,153	-	100%
8676	After School Program Revenue	-	-	-	15,220	42,840	42,840	42,840	-	-	27,620	36%
8690	Other Local Revenue	2,980	2,273	959	64,246	18,000	18,000	68,000	50,000	50,000	3,754	94%
8701	Oakland Measure N	-	-	-	-	350,000	300,133	300,133	-	(49,867)	300,133	0%
8703	Oakland Measure G1	-	-	-	-	64,000	64,000	64,000	-	-	64,000	0%
8704	Student Activities	(3,488)	-	-	5,364	30,000	30,000	30,000	-	-	24,636	18%
8999	Uncategorized Revenue	8,552	9,569	206,548	239,572	-	-	-	-	-	(239,572)	
<b>SUBTOTAL - Local Revenue</b>		<b>8,045</b>	<b>12,145</b>	<b>208,359</b>	<b>325,559</b>	<b>505,881</b>	<b>455,921</b>	<b>507,074</b>	<b>51,153</b>	<b>1,193</b>	<b>181,514</b>	<b>64%</b>
<b>Fundraising and Grants</b>												
8801	Donations - Parents	20,100	2,804	873	29,392	35,000	35,000	35,000	-	-	5,608	84%
8802	Donations - Private	-	-	500	500	25,000	105,000	105,000	-	80,000	104,500	0%
8803	Fundraising	-	-	-	-	20,000	20,000	20,000	-	-	20,000	0%
<b>SUBTOTAL - Fundraising and Grants</b>		<b>20,100</b>	<b>2,804</b>	<b>1,373</b>	<b>29,892</b>	<b>80,000</b>	<b>160,000</b>	<b>160,000</b>	<b>-</b>	<b>80,000</b>	<b>130,108</b>	<b>19%</b>
<b>TOTAL REVENUE</b>		<b>615,325</b>	<b>605,921</b>	<b>772,307</b>	<b>3,640,178</b>	<b>8,853,368</b>	<b>8,508,816</b>	<b>8,578,258</b>	<b>69,442</b>	<b>(275,110)</b>	<b>4,938,080</b>	<b>42%</b>

**East Bay Innovation Academy**  
**Income Statement**  
**As of Jan FY2024**

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current	Approved Budget v1 vs. Current	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
<b>Certificated Salaries</b>												
1100	Teachers Salaries	193,001	201,839	227,281	1,282,648	2,593,737	2,211,937	2,186,595	25,342	407,142	903,948	59%
1103	Teacher - Substitute Pay	6,596	3,599	5,950	33,027	115,920	57,120	62,628	(5,508)	53,292	29,601	53%
1148	Teacher - Special Ed	29,872	29,900	34,210	198,681	317,413	326,912	328,633	(1,721)	(11,220)	129,952	60%
1160	Counselor	20,142	20,142	23,923	124,173	189,073	192,581	192,581	-	(3,507)	68,408	64%
1300	Certificated Supervisor & Administrator Salaries	38,454	39,204	38,454	259,034	587,256	487,256	473,701	13,555	113,555	214,667	55%
1311	Certificated Principals & Directors	22,823	22,823	22,823	168,976	249,025	285,690	279,890	5,800	(30,865)	110,914	60%
<b>SUBTOTAL - Certificated Salaries</b>		<b>310,888</b>	<b>317,506</b>	<b>352,641</b>	<b>2,066,538</b>	<b>4,052,425</b>	<b>3,561,496</b>	<b>3,524,028</b>	<b>37,468</b>	<b>528,397</b>	<b>1,457,489</b>	<b>59%</b>
<b>Classified Salaries</b>												
2104	Classified Instructional Aides	29,926	28,891	31,040	202,050	335,758	387,111	376,046	11,065	(40,288)	173,997	54%
2300	Classified Supervisor & Administrator Salaries	43,668	43,505	45,845	339,132	420,329	550,329	527,149	23,180	(106,820)	188,017	64%
2400	Classified Clerical & Office Salaries	4,292	3,613	4,018	29,752	59,174	50,669	50,669	-	8,505	20,917	59%
2402	Classified Operations	10,823	10,823	10,823	77,385	126,875	126,875	129,375	(2,500)	(2,500)	51,990	60%
2928	Other Classified - Food	2,736	2,752	2,080	15,040	29,005	30,342	30,342	-	(1,338)	15,302	50%
<b>SUBTOTAL - Classified Salaries</b>		<b>91,444</b>	<b>89,584</b>	<b>93,806</b>	<b>663,359</b>	<b>971,141</b>	<b>1,145,326</b>	<b>1,113,582</b>	<b>31,745</b>	<b>(142,441)</b>	<b>450,222</b>	<b>60%</b>
<b>Employee Benefits</b>												
3100	STRS	57,619	59,455	59,159	358,975	718,907	672,469	629,625	42,844	89,281	270,650	57%
3300	OASDI-Medicare-Alternative	11,661	11,437	12,678	80,417	150,940	141,784	150,396	(8,613)	544	69,979	53%
3400	Health & Welfare Benefits	56,783	(753)	25,001	223,142	415,316	348,569	338,680	9,888	76,636	115,538	66%
3500	Unemployment Insurance	91	40	6,473	8,375	17,136	16,646	16,933	(287)	203	8,558	49%
3600	Workers Comp Insurance	3,042	3,041	-	24,331	37,677	35,301	34,782	519	2,895	10,451	70%
3900	Other Employee Benefits	493	493	493	3,448	12,180	12,180	12,180	-	-	8,733	28%
<b>SUBTOTAL - Employee Benefits</b>		<b>129,688</b>	<b>73,712</b>	<b>103,802</b>	<b>698,688</b>	<b>1,352,156</b>	<b>1,226,949</b>	<b>1,182,597</b>	<b>44,352</b>	<b>169,559</b>	<b>483,909</b>	<b>59%</b>
<b>Books &amp; Supplies</b>												
4100	Approved Textbooks & Core Curricula Materials	373	-	-	7,545	13,925	7,605	7,605	-	6,320	60	99%
4200	Books & Other Reference Materials	-	-	-	3,296	10,000	5,000	5,000	-	5,000	1,704	66%
4300	Materials & Supplies	1,324	-	343	7,010	11,444	8,874	8,874	-	2,570	1,864	79%
4320	Educational Software	-	2,070	1,034	61,601	79,373	87,863	62,401	25,462	16,972	799	99%
4330	Office Supplies	1,695	697	386	17,599	20,000	20,000	20,000	-	-	2,401	88%
4352	Quest - After School	1,268	1,951	475	10,020	20,400	22,950	22,950	-	(2,550)	12,930	44%
4353	Student Activities	-	-	5,526	6,006	10,000	10,000	10,000	-	-	3,994	60%
4400	Noncapitalized Equipment	-	-	-	-	5,202	255	-	255	5,202	-	-
4410	Classroom Furniture, Equipment & Supplies	-	-	-	5,316	7,500	7,500	7,755	(255)	(255)	2,439	69%
4420	Computers: individual items less than \$5k	-	-	-	51,613	64,055	58,305	58,305	-	5,750	6,692	89%
4423	Staff Computers	-	-	-	7,754	10,200	10,200	10,200	-	-	2,446	76%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	196	-	644	5,100	5,100	5,100	-	-	4,456	13%
4710	Student Food Services	26,445	-	18,923	56,991	103,602	94,302	122,577	(28,275)	(18,975)	65,586	46%
4720	Other Food	-	-	-	2,756	10,000	10,000	10,000	-	-	7,244	28%
<b>SUBTOTAL - Books and Supplies</b>		<b>31,104</b>	<b>4,914</b>	<b>26,687</b>	<b>238,150</b>	<b>370,801</b>	<b>347,954</b>	<b>350,767</b>	<b>(2,813)</b>	<b>20,034</b>	<b>112,616</b>	<b>68%</b>
<b>Services &amp; Other Operating Expenses</b>												
5210	Conference Fees	-	-	-	1,437	17,240	17,240	17,240	-	-	15,803	8%
5220	Travel and Lodging	-	183	-	2,974	9,650	8,670	8,670	-	980	5,696	34%
5300	Dues & Memberships	311	150	1,058	17,131	25,000	25,000	25,000	-	-	7,869	69%
5450	Insurance - Other	7,020	7,020	-	61,089	146,028	146,028	146,028	-	-	84,939	42%
5515	Janitorial, Gardening Services & Supplies	24,138	12,000	12,000	96,248	142,800	142,800	156,750	(13,950)	(13,950)	60,502	61%
5535	Utilities - All Utilities	10,918	3,233	12,327	54,632	84,897	84,897	91,200	(6,303)	(6,303)	36,568	60%

**East Bay Innovation Academy**  
**Income Statement**  
**As of Jan FY2024**

	Actual			YTD	Budget						
	Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current	Approved Budget v1 vs. Current	Current Forecast Remaining	% Current Forecast Spent
								Forecast	Forecast	Forecast	
5610 Rent	32,080	32,080	32,080	256,640	385,000	385,000	385,000	-	-	128,360	67%
5611 Prop 39 Related Costs	38,331	-	-	76,662	144,617	153,323	153,323	-	(8,706)	76,662	50%
5615 Repairs and Maintenance - Building	4,941	1,750	-	14,950	30,600	30,600	30,600	-	-	15,650	49%
5616 Repairs and Maintenance - Computers	-	-	-	-	2,040	-	-	-	2,040	-	-
5803 Accounting Fees	8,243	2,625	5,093	18,743	18,692	19,190	19,190	-	(499)	448	98%
5806 Assemblies	-	-	-	-	3,000	3,000	-	3,000	3,000	-	-
5809 Banking Fees	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5810 Intersession	10,766	-	-	20,845	50,000	50,000	50,000	-	-	29,155	42%
5812 Business Services	13,919	14,110	13,919	97,625	177,500	168,028	168,028	-	9,472	70,403	58%
5815 Consultants - Instructional	-	750	-	9,625	30,000	30,000	25,000	5,000	5,000	15,375	39%
5820 Consultants - Non Instructional - Custom 1	-	-	-	875	-	10,000	9,000	1,000	(9,000)	8,125	10%
5824 District Oversight Fees	-	-	-	-	65,118	57,715	57,715	-	7,403	57,715	0%
5830 Field Trips Expenses	-	3,509	-	3,509	10,000	10,000	10,000	-	-	6,491	35%
5836 Fingerprinting	80	175	-	843	4,129	2,212	2,155	57	1,974	1,312	39%
5839 Fundraising Expenses	23	56	410	1,265	5,100	5,100	2,000	3,100	3,100	735	63%
5845 Legal Fees	9,320	4,396	2,202	39,255	73,440	79,560	179,560	(100,000)	(106,120)	140,305	22%
5851 Marketing and Student Recruiting	-	-	-	6,298	10,200	20,000	20,000	-	(9,800)	13,702	31%
5857 Payroll Fees	546	551	602	3,670	5,406	6,120	6,120	-	(714)	2,450	60%
5860 Printing and Reproduction	-	-	-	-	530	-	-	-	530	-	-
5861 Prior Yr Exp (not accrued)	-	-	-	11,018	-	9,946	9,946	-	(9,946)	(1,072)	111%
5863 Professional Development	5,633	1,100	75	25,594	40,000	40,000	40,000	-	-	14,406	64%
5864 Credentialing Support	-	307	-	7,207	30,000	30,000	30,000	-	-	22,793	24%
5865 Contracted Education Services - Student	300	17,223	-	17,523	70,000	51,669	51,669	-	18,331	34,146	34%
5866 SPED MH Day/NPS Services	9,425	11,477	6,111	46,713	60,000	60,000	96,800	(36,800)	(36,800)	50,087	48%
5869 Special Education Contract Instructors	19,590	15,872	11,346	59,034	130,000	130,000	130,000	-	-	70,966	45%
5872 Special Education Encroachment	-	1,130	565	2,260	14,230	14,230	14,230	-	-	11,970	16%
5874 Sports	-	-	1,158	4,225	12,240	16,320	16,320	-	(4,080)	12,095	26%
5875 Staff Recruiting	-	-	-	41,828	7,140	45,153	45,153	-	(38,013)	3,325	93%
5877 Student Activities	-	251	-	5,133	15,000	15,000	15,000	-	-	9,867	34%
5878 Student Assessment	-	919	-	9,932	15,908	25,857	25,857	-	(9,949)	15,925	38%
5880 Student Health Services	-	-	-	5,200	10,200	10,200	10,200	-	-	5,000	51%
5881 Student Information System	631	-	5,980	34,223	45,650	45,650	35,332	10,318	10,318	1,109	97%
5884 Substitutes	27,425	26,762	31,993	226,509	50,000	308,770	415,120	(106,350)	(365,120)	188,611	55%
5887 Technology Services	26,070	-	354	53,871	50,000	50,000	50,000	-	-	(3,871)	108%
5900 Communications	5,271	1,971	2,971	18,944	29,241	29,241	29,241	-	-	10,297	65%
5915 Postage and Delivery	145	31	392	1,445	6,387	6,387	6,387	-	-	4,942	23%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>255,126</b>	<b>159,632</b>	<b>140,636</b>	<b>1,354,972</b>	<b>2,029,534</b>	<b>2,345,457</b>	<b>2,586,385</b>	<b>(240,928)</b>	<b>(556,851)</b>	<b>1,231,414</b>	<b>52%</b>
<b>Capital Outlay &amp; Depreciation</b>											
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Other Outflows</b>											
7999 Uncategorized Expense	150	520	-	8,141	-	-	-	-	-	(8,141)	
<b>SUBTOTAL - Other Outflows</b>	<b>150</b>	<b>520</b>	<b>-</b>	<b>8,141</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(8,141)</b>	
<b>TOTAL EXPENSES</b>	<b>818,400</b>	<b>645,867</b>	<b>717,572</b>	<b>5,029,849</b>	<b>8,776,056</b>	<b>8,627,182</b>	<b>8,757,359</b>	<b>(130,176)</b>	<b>18,698</b>	<b>3,727,509</b>	<b>57%</b>

**East Bay Innovation Academy**  
**Monthly Cash Forecast**  
**As of Jan FY2024**

	2023-24													
	Actuals & Forecast													Remaining Balance
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
<b>Beginning Cash</b>	<b>1,623,111</b>	<b>1,490,011</b>	<b>1,329,643</b>	<b>1,154,510</b>	<b>1,551,781</b>	<b>1,348,087</b>	<b>1,333,508</b>	<b>1,479,075</b>	<b>1,432,215</b>	<b>1,647,098</b>	<b>1,725,747</b>	<b>1,798,132</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	211,149	312,477	742,954	515,172	515,172	405,194	650,282	559,833	475,302	453,307	453,307	5,771,537	477,389
Federal Revenue	-	-	-	-	-	7,505	50,052	37,518	17,414	51,698	40,796	17,414	286,806	64,407
Other State Revenue	31,019	29,835	4,533	212,031	72,008	68,295	107,330	215,068	310,242	175,113	206,211	352,432	1,852,842	68,723
Other Local Revenue	4,736	15,440	58,873	17,962	8,045	12,145	208,359	(223)	14,294	14,294	14,294	(225,278)	507,074	364,133
Fundraising & Grants	2,529	554	2,195	337	20,100	2,804	1,373	27,188	27,188	27,188	27,188	18,438	160,000	2,917
<b>TOTAL REVENUE</b>	<b>38,284</b>	<b>256,978</b>	<b>378,078</b>	<b>973,284</b>	<b>615,325</b>	<b>605,921</b>	<b>772,307</b>	<b>929,834</b>	<b>928,972</b>	<b>743,595</b>	<b>741,796</b>	<b>616,313</b>	<b>8,578,258</b>	<b>977,569</b>
<b>EXPENSES</b>														
Certificated Salaries	99,342	346,779	323,116	316,267	310,888	317,506	352,641	283,601	282,972	282,972	282,972	324,972	3,524,028	-
Classified Salaries	108,012	88,229	95,604	96,679	91,444	89,584	93,806	91,131	89,773	89,773	89,773	89,773	1,113,582	-
Employee Benefits	97,522	101,116	106,392	86,456	129,688	73,712	103,802	122,377	98,449	94,342	94,342	74,399	1,182,597	-
Books & Supplies	68,500	52,358	35,829	18,759	31,104	4,914	26,687	28,154	24,739	19,030	23,496	17,198	350,767	-
Services & Other Operating Expenses	179,932	229,350	262,890	127,406	255,126	159,632	140,636	299,066	230,448	191,121	191,121	255,084	2,586,385	64,573
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	1,228	6,094	150	150	520	-	(8,141)	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>553,307</b>	<b>819,060</b>	<b>829,925</b>	<b>645,717</b>	<b>818,400</b>	<b>645,867</b>	<b>717,572</b>	<b>816,187</b>	<b>726,381</b>	<b>677,238</b>	<b>681,704</b>	<b>761,427</b>	<b>8,757,359</b>	<b>64,573</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(515,023)</b>	<b>(562,083)</b>	<b>(451,847)</b>	<b>327,567</b>	<b>(203,074)</b>	<b>(39,946)</b>	<b>54,735</b>	<b>113,647</b>	<b>202,591</b>	<b>66,357</b>	<b>60,093</b>	<b>(145,113)</b>	<b>(179,101)</b>	<b>912,996</b>
Revenues - Prior Year Accruals	592,452	374,637	216,851	46,295	44,642	34,908	85,412	12,277	12,292	12,292	12,292	12,292	-	-
Other Assets	49,950	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(118,255)	6,010	41,580	4,817	1,528	(26,279)	(7,603)	(22,208)	-	-	-	-	-	-
Summerholdback for Teachers	(142,223)	21,067	18,282	18,592	16,785	16,738	13,023	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	(63,574)	-	-	(150,576)	-	-	-	-	-	-
<b>Ending Cash</b>	<b>1,490,011</b>	<b>1,329,643</b>	<b>1,154,510</b>	<b>1,551,781</b>	<b>1,348,087</b>	<b>1,333,508</b>	<b>1,479,075</b>	<b>1,432,215</b>	<b>1,647,098</b>	<b>1,725,747</b>	<b>1,798,132</b>	<b>1,665,311</b>		



**East Bay Innovation Academy**  
**Balance Sheet**  
**As of Jan FY2024**

	<b>Jun FY2023</b>	<b>Jan FY2024</b>
<b>ASSETS</b>		
Cash Balance	1,623,111	1,479,075
Accounts Receivable	1,456,643	61,446
Other Assets	193,559	143,609
<b>TOTAL ASSETS</b>	<b>3,273,312</b>	<b>1,684,130</b>
<b>LIABILITIES &amp; EQUITY</b>		
Accounts Payable	111,313	10,302
Deferred Revenue	732,782	669,208
Current Loans and Other Payables	195,280	160,353
Long-Term Loans and Other Liabilities	150,576	150,576
Beginning Net Assets	2,029,603	2,083,362
Net Income (Loss) to Date	53,759	(1,389,671)
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>3,273,312</b>	<b>1,684,130</b>

# Coversheet

## Approve Second Interim Report

**Section:** III. Finance and Development  
**Item:** B. Approve Second Interim Report  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** EBIA-Second Interim FINAL 2023-24.pdf

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report Certification**

**Charter School Name:** East Bay Innovation Academy  
(continued) \_\_\_\_\_  
**CDS #:** 01-61259-0129932  
**Charter Approving Entity:** Oakland Unified School District  
**County:** Alameda  
**Charter #:** 1620  
**Fiscal Year:** 2023/24

**CERTIFICATION OF FINANCIAL CONDITION**

- POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:  
(  ) 2023/24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

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

Print Name: Miranda Thorman Title: Executive Director

To the County Superintendent of Schools:  
(  ) 2023/24 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

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

Print Name: Minh Co Title: Accounting Manager

For additional information on the Second Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Minh Co</u>	<u>Jessika Welcome</u>
Name	Name
<u>Accounting Manager</u>	<u>Associate Client Business Manager</u>
Title	Title
<u>510-879-8605</u>	<u>341-234-3613</u>
Phone	Phone
<u>minh.co@ousd.org</u>	<u>jwelcome@edtec.com</u>
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
ACOE District Advisor Date

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: East Bay Innovation Academy  
(continued)  
CDS #: 01-61259-0129932  
Charter Approving Entity: Oakland Unified School District  
County: Alameda  
Charter #: 1620  
Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
<b>1. LCFF Sources</b>										
State Aid - Current Year	8011	4,056,540.29	-	4,056,540.29	1,942,570.00	-	1,942,570.00	4,056,540.29	-	4,056,540.29
Education Protection Account State Aid - Current Year	8012	96,330.00	-	96,330.00	50,252.00	-	50,252.00	96,330.00	-	96,330.00
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,618,666.71	-	1,618,666.71	844,400.00	-	844,400.00	1,618,666.71	-	1,618,666.71
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		5,771,537.00	-	5,771,537.00	2,837,222.00	-	2,837,222.00	5,771,537.00	-	5,771,537.00
<b>2. Federal Revenues</b>										
No Child Left Behind/Every Student Succeeds Act	8290	-	93,528.00	93,528.00	-	88,303.60	88,303.60	-	93,528.00	93,528.00
Special Education - Federal	8181, 8182	-	68,567.20	68,567.20	-	-	-	-	68,567.20	68,567.20
Child Nutrition - Federal	8220	-	75,441.60	75,441.60	-	11,383.44	11,383.44	-	40,450.41	40,450.41
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	84,260.00	84,260.00	(159.55)	24,996.00	24,836.45	-	84,260.00	84,260.00
Total, Federal Revenues		-	321,796.80	321,796.80	(159.55)	124,683.04	124,523.49	-	286,805.61	286,805.61
<b>3. Other State Revenues</b>										
Special Education - State	StateRevSE	-	480,438.71	480,438.71	-	253,753.00	253,753.00	-	480,438.71	480,438.71
All Other State Revenues	StateRevAO	439,882.05	879,240.00	1,319,122.05	120,932.25	830,143.61	951,075.86	480,451.85	891,950.97	1,372,402.82
Total, Other State Revenues		439,882.05	1,359,678.71	1,799,560.76	120,932.25	1,083,896.61	1,204,828.86	480,451.85	1,372,389.68	1,852,841.53
<b>4. Other Local Revenues</b>										
All Other Local Revenues	LocalRevAO	615,921.02	-	615,921.02	220,347.38	-	220,347.38	667,073.69	-	667,073.69
Total, Local Revenues		615,921.02	-	615,921.02	220,347.38	-	220,347.38	667,073.69	-	667,073.69
<b>5. TOTAL REVENUES</b>		<b>6,827,340.07</b>	<b>1,681,475.51</b>	<b>8,508,815.58</b>	<b>3,178,342.08</b>	<b>1,208,579.65</b>	<b>4,386,921.73</b>	<b>6,919,062.54</b>	<b>1,659,195.29</b>	<b>8,578,257.83</b>
<b>B. EXPENDITURES</b>										
<b>1. Certificated Salaries</b>										
Certificated Teachers' Salaries	1100	2,254,310.75	534,239.21	2,788,549.96	1,266,501.77	372,026.85	1,638,528.62	2,213,411.50	557,025.48	2,770,436.98
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	626,962.52	145,983.67	772,946.19	401,141.60	26,868.15	428,009.75	552,863.42	200,727.42	753,590.84
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		2,881,273.27	680,222.88	3,561,496.14	1,667,643.37	398,895.00	2,066,538.37	2,766,274.92	757,752.90	3,524,027.82
<b>2. Non-certificated Salaries</b>										
Non-certificated Instructional Aides' Salaries	2100	55,911.90	331,199.00	387,110.90	24,420.70	177,628.98	202,049.68	35,374.51	340,671.79	376,046.30
Non-certificated Support Salaries	2200	-	-	-	-	-	-	-	-	-
Non-certificated Supervisors' and Administrators' Sal.	2300	394,873.59	155,455.61	550,329.20	263,609.29	75,522.85	339,132.14	414,149.20	113,000.00	527,149.20
Clerical and Office Salaries	2400	152,168.80	25,375.00	177,543.80	107,137.58	-	107,137.58	180,043.80	-	180,043.80
Other Non-certificated Salaries	2900	30,342.40	-	30,342.40	15,040.00	-	15,040.00	30,342.40	-	30,342.40
Total, Non-certificated Salaries		633,296.69	512,029.61	1,145,326.30	410,207.57	253,151.83	663,359.40	659,909.91	453,671.79	1,113,581.70
<b>3. Employee Benefits</b>										
STRS	3101-3102	280,769.40	391,699.57	672,468.97	295,272.97	63,701.87	358,974.84	161,029.12	468,596.17	629,625.29
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	95,994.19	45,789.37	141,783.56	60,578.59	19,838.20	80,416.79	104,470.79	45,925.35	150,396.15
Health and Welfare Benefits	3401-3402	252,716.88	95,852.04	348,568.92	229,628.97	(6,486.76)	223,142.21	235,036.81	103,643.63	338,680.44
Unemployment Insurance	3501-3502	11,886.17	4,759.83	16,646.00	6,847.87	1,527.16	8,375.03	11,319.00	5,614.00	16,933.00
Workers' Compensation Insurance	3601-3602	26,359.27	8,941.89	35,301.17	24,331.40	-	24,331.40	25,792.01	8,990.06	34,782.07
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	5,078.47	7,101.53	12,180.00	3,160.00	287.50	3,447.50	12,180.00	-	12,180.00
Total, Employee Benefits		672,804.37	554,144.24	1,226,948.62	619,819.80	78,867.97	698,687.77	549,827.73	632,769.22	1,182,596.94
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	7,605.00	-	7,605.00	7,544.59	-	7,544.59	7,605.00	-	7,605.00
Books and Other Reference Materials	4200	5,000.00	-	5,000.00	3,296.05	-	3,296.05	5,000.00	-	5,000.00
Materials and Supplies	4300	61,824.00	87,863.00	149,687.00	55,185.81	47,050.00	102,235.81	110,136.65	14,088.00	124,224.65
Noncapitalized Equipment	4400	81,360.00	-	81,360.00	65,326.73	-	65,326.73	81,360.00	-	81,360.00
Food	4700	10,000.00	94,302.00	104,302.00	3,170.60	56,576.70	59,747.30	10,000.00	122,577.00	132,577.00
Total, Books and Supplies		165,789.00	182,165.00	347,954.00	134,523.78	103,626.70	238,150.48	214,101.65	136,665.00	350,766.65
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	8,670.00	17,240.00	25,910.00	4,411.29	-	4,411.29	8,670.00	17,240.00	25,910.00
Dues and Memberships	5300	25,000.00	-	25,000.00	17,130.69	-	17,130.69	25,000.00	-	25,000.00
Insurance	5400	146,028.30	-	146,028.30	61,088.88	-	61,088.88	146,028.30	-	146,028.30
Operations and Housekeeping Services	5500	227,696.64	-	227,696.64	150,879.23	-	150,879.23	247,950.00	-	247,950.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	568,923.00	-	568,923.00	348,251.77	-	348,251.77	568,923.00	-	568,923.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	1,065,756.44	250,514.20	1,316,270.64	651,240.46	109,721.29	760,961.75	1,342,981.29	193,964.20	1,536,945.49
Communications	5900	35,628.60	-	35,628.60	20,389.57	-	20,389.57	35,628.60	-	35,628.60
Total, Services and Other Operating Expenditures		2,077,702.98	267,754.20	2,345,457.18	1,253,391.89	109,721.29	1,363,113.18	2,375,181.19	211,204.20	2,586,385.39
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: East Bay Innovation Academy  
 (continued)  
 CDS #: 01-61259-0129932  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 1620  
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>8. TOTAL EXPENDITURES</b>		6,430,866.31	2,196,315.92	8,627,182.24	4,085,586.41	944,262.79	5,029,849.20	6,565,295.40	2,192,063.10	8,757,358.50
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		396,473.76	(514,840.41)	(118,366.66)	(907,244.33)	264,316.86	(642,927.47)	353,767.14	(532,867.81)	(179,100.67)
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(514,840.41)	514,840.41	-			-	(532,867.81)	532,867.81	-
4. TOTAL OTHER FINANCING SOURCES / USES		(514,840.41)	514,840.41	-	-	-	-	(532,867.81)	532,867.81	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(118,366.65)	(0.00)	(118,366.66)	(907,244.33)	264,316.86	(642,927.47)	(179,100.67)	(0.00)	(179,100.67)
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	1,953,558.24		1,953,558.24	1,953,558.24		1,953,558.24	1,953,558.24		1,953,558.24
b. Adjustments to Beginning Balance	9793, 9795			-	129,802.76		129,802.76	129,802.76		129,802.76
c. Adjusted Beginning Balance		1,953,558.24	-	1,953,558.24	2,083,361.00	-	2,083,361.00	2,083,361.00	-	2,083,361.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,835,191.59	(0.00)	1,835,191.58	1,176,116.67	264,316.86	1,440,433.53	1,904,260.33	(0.00)	1,904,260.33
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-		264,316.86	264,316.86		(0.00)	(0.00)
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	431,359.10		431,359.10			-	437,868.00		437,868.00
Unassigned/Unappropriated Amount	9790	1,403,832.49	(0.00)	1,403,832.48	1,176,116.67	-	1,176,116.67	1,466,392.33	-	1,466,392.33



**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: East Bay Innovation Academy  
 (continued)  
 CDS #: 01-61259-0129932  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 1620  
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
<b>1. LCFF/Revenue Limit Sources</b>						
State Aid - Current Year	8011	4,056,540.29	1,942,570.00	4,056,540.29	0.00	0.00%
Education Protection Account State Aid - Current Year	8012	96,330.00	50,252.00	96,330.00	-	0.00%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,618,666.71	844,400.00	1,618,666.71	(0.00)	0.00%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		5,771,537.00	2,837,222.00	5,771,537.00	(0.00)	0.00%
<b>2. Federal Revenues</b>						
No Child Left Behind/Every Student Succeeds Act	8290	93,528.00	88,303.60	93,528.00	-	0.00%
Special Education - Federal	8181, 8182	68,567.20	-	68,567.20	-	0.00%
Child Nutrition - Federal	8220	75,441.60	11,383.44	40,450.41	(34,991.19)	-46.38%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	84,260.00	24,836.45	84,260.00	-	0.00%
Total, Federal Revenues		321,796.80	124,523.49	286,805.61	(34,991.19)	-10.87%
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	480,438.71	253,753.00	480,438.71	(0.00)	0.00%
All Other State Revenues	StateRevAO	1,319,122.05	951,075.86	1,372,402.82	53,280.77	4.04%
Total, Other State Revenues		1,799,560.76	1,204,828.86	1,852,841.53	53,280.77	2.96%
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	615,921.02	220,347.38	667,073.69	51,152.67	8.31%
Total, Local Revenues		615,921.02	220,347.38	667,073.69	51,152.67	8.31%
<b>5. TOTAL REVENUES</b>						
		8,508,815.58	4,386,921.73	8,578,257.83	69,442.25	0.82%
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	2,788,549.96	1,638,528.62	2,770,436.98	(18,112.97)	-0.65%
Certificated Pupil Support Salaries	1200	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	772,946.19	428,009.75	753,590.84	(19,355.35)	-2.50%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		3,561,496.14	2,066,538.37	3,524,027.82	(37,468.32)	-1.05%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	387,110.90	202,049.68	376,046.30	(11,064.60)	-2.86%
Non-certificated Support Salaries	2200	-	-	-	-	-
Non-certificated Supervisors' and Administrators' Sal.	2300	550,329.20	339,132.14	527,149.20	(23,180.00)	-4.21%
Clerical and Office Salaries	2400	177,543.80	107,137.58	180,043.80	2,500.00	1.41%
Other Non-certificated Salaries	2900	30,342.40	15,040.00	30,342.40	-	0.00%
Total, Non-certificated Salaries		1,145,326.30	663,359.40	1,113,581.70	(31,744.60)	-2.77%
<b>3. Employee Benefits</b>						
STRS	3101-3102	672,468.97	358,974.84	629,625.29	(42,843.68)	-6.37%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	141,783.56	80,416.79	150,396.15	8,612.58	6.07%
Health and Welfare Benefits	3401-3402	348,568.92	223,142.21	338,680.44	(9,888.48)	-2.84%
Unemployment Insurance	3501-3502	16,646.00	8,375.03	16,933.00	287.00	1.72%
Workers' Compensation Insurance	3601-3602	35,301.17	24,331.40	34,782.07	(519.10)	-1.47%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	12,180.00	3,447.50	12,180.00	-	0.00%
Total, Employee Benefits		1,226,948.62	698,687.77	1,182,596.94	(44,351.67)	-3.61%
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	7,605.00	7,544.59	7,605.00	-	0.00%
Books and Other Reference Materials	4200	5,000.00	3,296.05	5,000.00	-	0.00%
Materials and Supplies	4300	149,687.00	102,235.81	124,224.65	(25,462.35)	-17.01%
Noncapitalized Equipment	4400	81,360.00	65,326.73	81,360.00	-	0.00%
Food	4700	104,302.00	59,747.30	132,577.00	28,275.00	27.11%
Total, Books and Supplies		347,954.00	238,150.48	350,766.65	2,812.65	0.81%
<b>5. Services and Other Operating Expenditures</b>						

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: East Bay Innovation Academy  
 (continued) \_\_\_\_\_  
 CDS #: 01-61259-0129932  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 1620  
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	25,910.00	4,411.29	25,910.00	-	0.00%
Dues and Memberships	5300	25,000.00	17,130.69	25,000.00	-	0.00%
Insurance	5400	146,028.30	61,088.88	146,028.30	-	0.00%
Operations and Housekeeping Services	5500	227,696.64	150,879.23	247,950.00	20,253.36	8.89%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	568,923.00	348,251.77	568,923.00	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	1,316,270.64	760,961.75	1,536,945.49	220,674.85	16.77%
Communications	5900	35,628.60	20,389.57	35,628.60	-	0.00%
Total, Services and Other Operating Expenditures		2,345,457.18	1,363,113.18	2,586,385.39	240,928.21	10.27%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	
Amortization Expense-Lease Assets	6910	-	-	-	-	
Total, Capital Outlay		-	-	-	-	
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		8,627,182.24	5,029,849.20	8,757,358.50	130,176.27	1.51%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(118,366.66)	(642,927.47)	(179,100.67)	(60,734.02)	51.31%
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(118,366.66)	(642,927.47)	(179,100.67)	(60,734.02)	51.31%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,953,558.24	1,953,558.24	1,953,558.24	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	129,802.76	129,802.76	129,802.76	New
c. Adjusted Beginning Fund Balance		1,953,558.24	2,083,361.00	2,083,361.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,835,191.58	1,440,433.53	1,904,260.33		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	264,316.86	(0.00)	(0.00)	New
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: East Bay Innovation Academy  
 (continued) \_\_\_\_\_  
 CDS #: 01-61259-0129932  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 1620  
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Other Commitments	9760	-	-	-	-	
d Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	431,359.10	-	437,868.00	6,508.90	1.51%
Unassigned/Unappropriated Amount	9790	1,403,832.48	1,176,116.67	1,466,392.33	62,559.85	4.46%



**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

**Charter School Name:** East Bay Innovation Academy  
**(continued)**  
**CDS #:** 01-61259-0129932  
**Charter Approving Entity:** Oakland Unified School District  
**County:** Alameda  
**Charter #:** 1620  
**Fiscal Year:** 2023/24

*This charter school uses the following basis of accounting:*

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	4,056,540.29	0.00	4,056,540.29	4,445,070.56	4,866,270.56
Education Protection Account State Aid - Current Year	8012	96,330.00	0.00	96,330.00	102,220.00	106,400.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,618,666.71	0.00	1,618,666.71	1,717,638.44	1,787,876.44
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		5,771,537.00	0.00	5,771,537.00	6,264,929.00	6,760,547.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	93,528.00	93,528.00	93,528.00	93,528.00
Special Education - Federal	8181, 8182	0.00	68,567.20	68,567.20	65,390.00	69,940.00
Child Nutrition - Federal	8220	0.00	40,450.41	40,450.41	44,211.42	47,399.90
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	84,260.00	84,260.00	0.00	0.00
Total, Federal Revenues		0.00	286,805.61	286,805.61	203,129.42	210,867.90
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	480,438.71	480,438.71	482,818.79	502,562.31
All Other State Revenues	StateRevAO	480,451.85	891,950.97	1,372,402.82	654,485.50	647,846.43
Total, Other State Revenues		480,451.85	1,372,389.68	1,852,841.53	1,137,304.29	1,150,408.75
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	667,073.69	0.00	667,073.69	605,758.93	605,758.93
Total, Local Revenues		667,073.69	0.00	667,073.69	605,758.93	605,758.93
5. TOTAL REVENUES						
		6,919,062.54	1,659,195.29	8,578,257.83	8,211,121.64	8,727,582.58
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,213,411.50	557,025.48	2,770,436.98	2,711,652.16	2,883,001.73
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	552,863.42	200,727.42	753,590.84	729,146.08	751,020.46
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,766,274.92	757,752.90	3,524,027.82	3,440,798.24	3,634,022.18
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	35,374.51	340,671.79	376,046.30	423,423.55	436,126.26
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	414,149.20	113,000.00	527,149.20	397,836.40	409,771.49
Clerical and Office Salaries	2400	180,043.80	0.00	180,043.80	187,245.55	192,862.92
Other Non-certificated Salaries	2900	30,342.40	0.00	30,342.40	31,556.10	32,502.78
Total, Non-certificated Salaries		659,909.91	453,671.79	1,113,581.70	1,040,061.60	1,071,263.45

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	161,029.12	468,596.17	629,625.29	608,056.19	626,297.88
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	104,470.79	45,925.35	150,396.15	145,406.28	156,653.47
Health and Welfare Benefits	3401-3402	235,036.81	103,643.63	338,680.44	344,415.76	380,619.46
Unemployment Insurance	3501-3502	11,319.00	5,614.00	16,933.00	14,700.00	15,351.00
Workers' Compensation Insurance	3601-3602	25,792.01	8,990.06	34,782.07	33,606.45	35,289.64
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

**Charter School Name: East Bay Innovation Academy**  
**(continued)**  
**CDS #: 01-61259-0129932**  
**Charter Approving Entity: Oakland Unified School District**  
**County: Alameda**  
**Charter #: 1620**  
**Fiscal Year: 2023/24**

Other Employee Benefits	3901-3902	12,180.00	0.00	12,180.00	12,667.20	13,047.22
Total, Employee Benefits		549,827.73	632,769.22	1,182,596.94	1,158,851.88	1,227,258.67
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	7,605.00	0.00	7,605.00	8,312.10	8,911.56
Books and Other Reference Materials	4200	5,000.00	0.00	5,000.00	5,150.00	5,304.50
Materials and Supplies	4300	110,136.65	14,088.00	124,224.65	119,099.27	122,672.25
Noncapitalized Equipment	4400	81,360.00	0.00	81,360.00	87,472.75	92,781.01
Food	4700	10,000.00	122,577.00	132,577.00	144,274.00	154,245.07
Total, Books and Supplies		214,101.65	136,665.00	350,766.65	364,308.12	383,914.38
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	8,670.00	17,240.00	25,910.00	25,910.00	25,910.00
Dues and Memberships	5300	25,000.00	0.00	25,000.00	25,750.00	26,522.50
Insurance	5400	146,028.30	0.00	146,028.30	150,409.15	154,921.42
Operations and Housekeeping Services	5500	247,950.00	0.00	247,950.00	255,388.50	263,050.16
Rentals, Leases, Repairs, and Noncap. Improvements	5600	568,923.00	0.00	568,923.00	585,990.69	603,570.41
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	1,342,981.29	193,964.20	1,536,945.49	906,094.78	939,769.25
Communications	5900	35,628.60	0.00	35,628.60	36,697.46	37,798.38
Total, Services and Other Operating Expenditures		2,375,181.19	211,204.20	2,586,385.39	1,986,240.58	2,051,542.12
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		6,565,295.40	2,192,063.10	8,757,358.50	7,990,260.42	8,368,000.80
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		353,767.14	(532,867.81)	(179,100.67)	220,861.23	359,581.78

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(532,867.81)	532,867.81	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(532,867.81)	532,867.81	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(179,100.67)	(0.00)	(179,100.67)	220,861.23	359,581.78

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

**Charter School Name:** East Bay Innovation Academy  
**(continued)** \_\_\_\_\_  
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**Fiscal Year:** 2023/24

<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,953,558.24	0.00	1,953,558.24	1,904,260.33	2,125,121.55
b. Adjustments/Restatements	9793, 9795	129,802.76	0.00	129,802.76		
c. Adjusted Beginning Balance		2,083,361.00	0.00	2,083,361.00	1,904,260.33	2,125,121.55
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,904,260.33	(0.00)	1,904,260.33	2,125,121.55	2,484,703.33
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		(0.00)	(0.00)		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	437,868.00	0.00	437,868.00	399,514.00	418,401.00
Unassigned/Unappropriated Amount	9790	1,466,392.33	0.00	1,466,392.33	1,725,607.55	2,066,302.33

# Coversheet

## EBIA Executive Director's Report

**Section:** IV. Academic Excellence  
**Item:** A. EBIA Executive Director's Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Executive Director Board Report 2.21.24.pdf



# Executive Director Report

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February 21, 2024

1

# Enrollment Update



**EBIA now offers:**

- All materials translated
- A clean unified visual language
- Up to date photographs and messages
- A new Website
- Regularly updated social media with Tour Sign ups
- Nearly 2x as many engagement opportunities for families as last year

	2023-2024	2024-2025
Tours	5	8
Info Sessions	4	7
Applications	165	105
Engagement Events	3	6
 Bus Ads	✓	✓
 Google Ads		✓ 25,900 Reached
 Facebook Ads		✓ 11,132 reached
 Facebook Posts		✓
 Instagram Posts		✓
 Monthly Update		✓
 Website Redesign		✓

Reach

Facebook reach ⓘ

11,132 ↑ 15.6K%



Instagram reach ⓘ

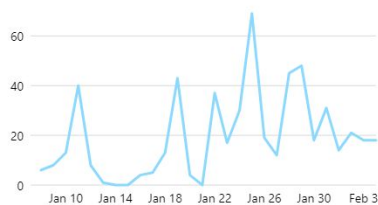
326 ↑ 951.6%



Visits

Facebook visits ⓘ

542 ↑ 586.1%



Instagram profile visits ⓘ

115 ↑ 180.5%





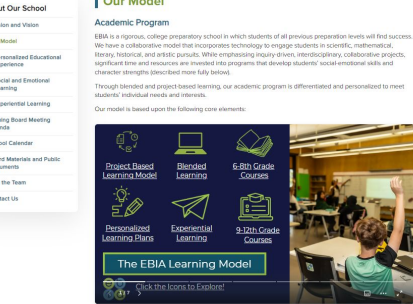
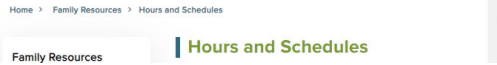
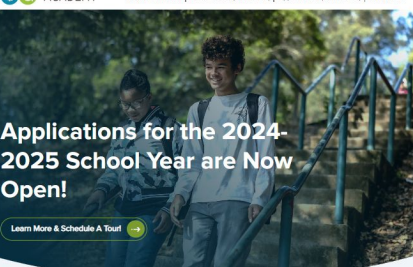
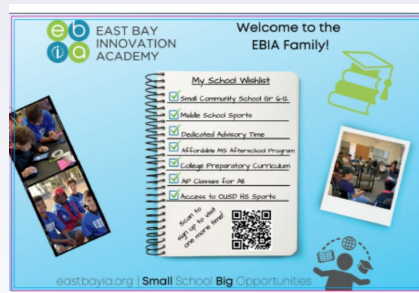
# Outreach Changes



Photo Credit: Catrina Marchetti Photography

## Prospective Families Start Here

EBIA is an innovative public charter school that values diversity and is open to all students in the bay area. We are now accepting applications for grades 6-12 for the 2023/24 school year.





# ▶ Enrollment Next Steps

- Conversations with 8th-grade families during PLP meetings
- Intent to return survey
- Lottery - March 5
- Welcome postcard and re-visit opportunities
- Additional tours scheduled March
- Ongoing engagement emails and invitations to spring events
- New Family Welcome events in May



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# Staffing/Hiring Update



# 24-25 Staffing

- **Retention**

- 88% retention

- **Staffing Plans**

- FTE shift in LS
- Leadership updates
- Hiring plans

- **Current Open Positions**

- Principal
- US ELA
- US Computer Science
- US PE/Leadership - tbd
- LS Elective

3

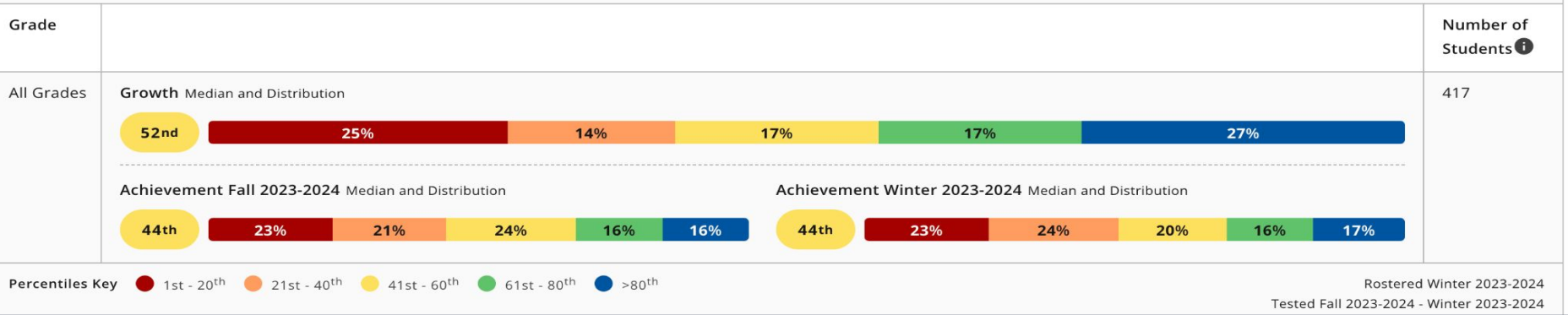
# Mid-year Data



# Winter MAP Data - 23-24 Growth

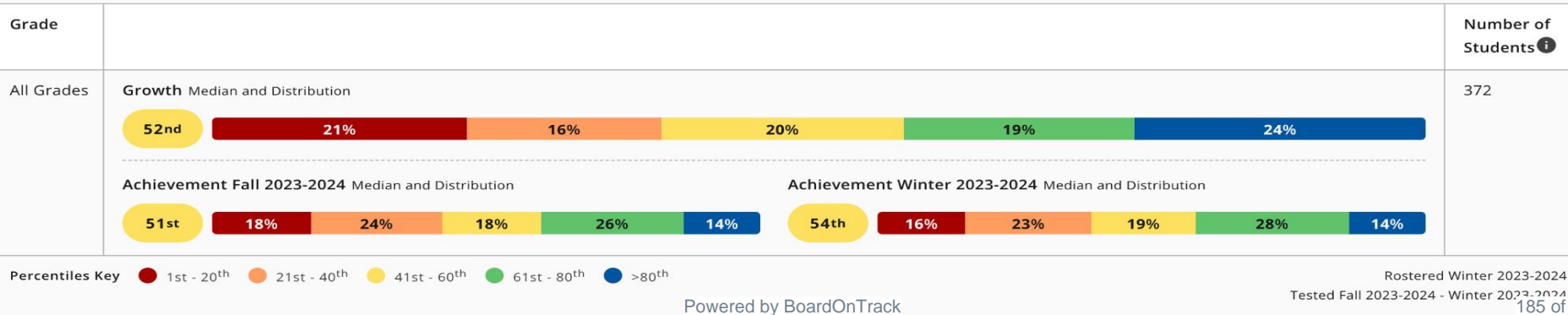
## Growth and Achievement Overview

East Bay Innovation Academy | Math K-12



## Growth and Achievement Overview

East Bay Innovation Academy | Reading

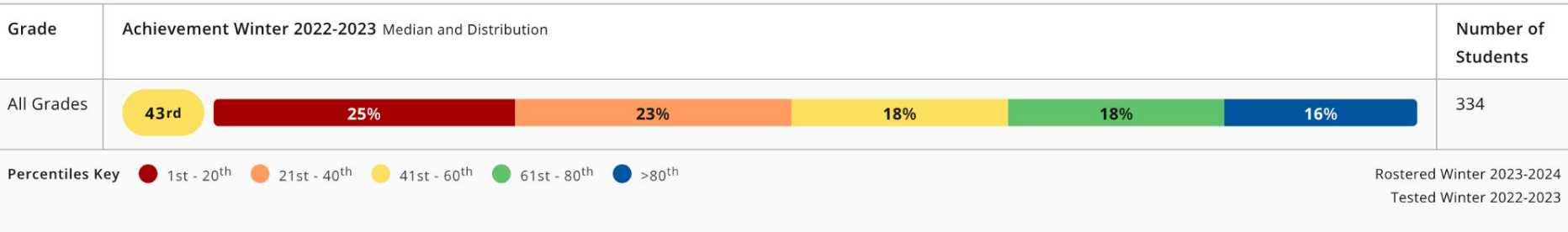


# Winter MAP Data Year to Year Math

School Profile

## Achievement Overview

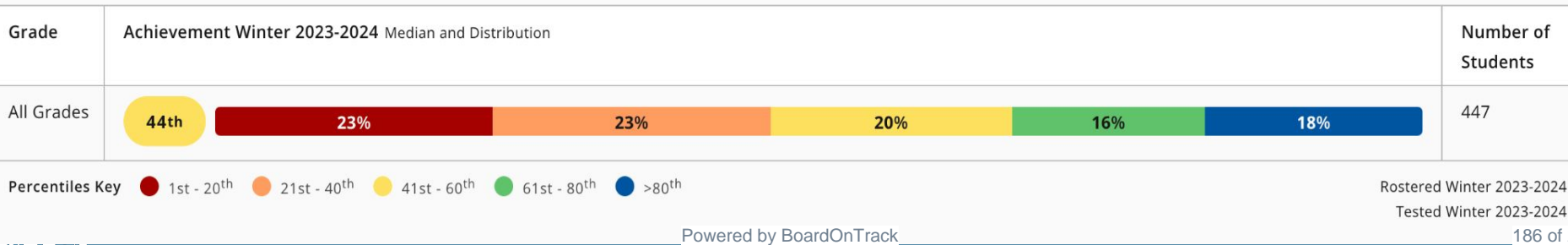
East Bay Innovation Academy | Math K-12



School Profile

## Achievement Overview

East Bay Innovation Academy | Math K-12

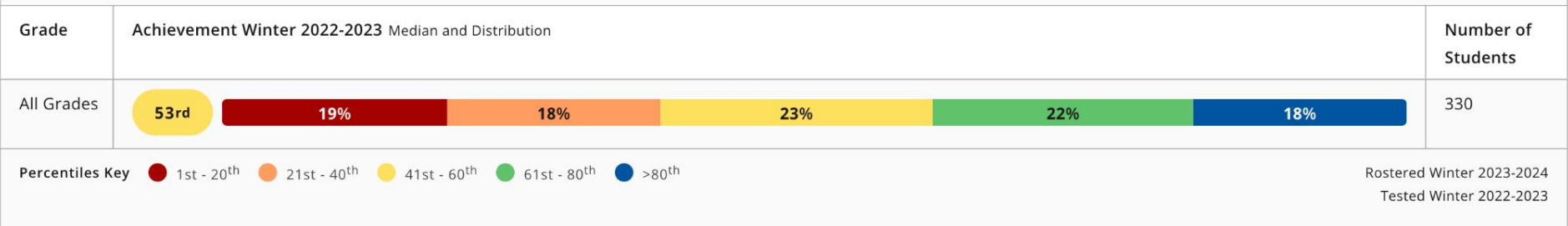


# Winter MAP Data Year to Year Reading

School Profile

## Achievement Overview

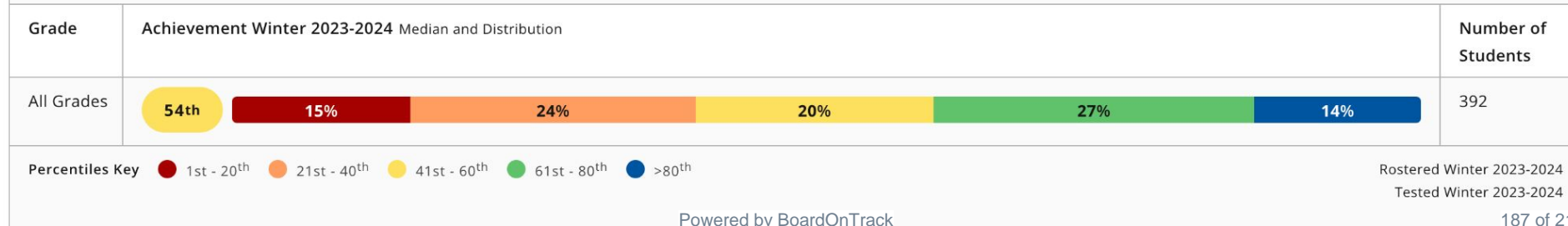
East Bay Innovation Academy | Reading



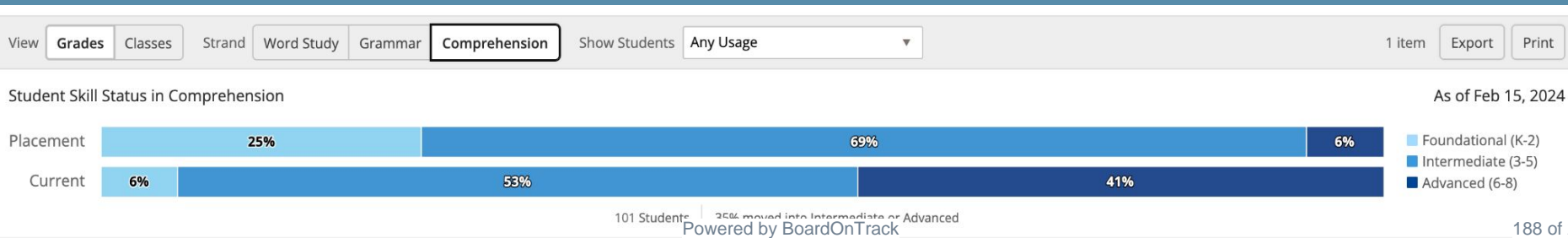
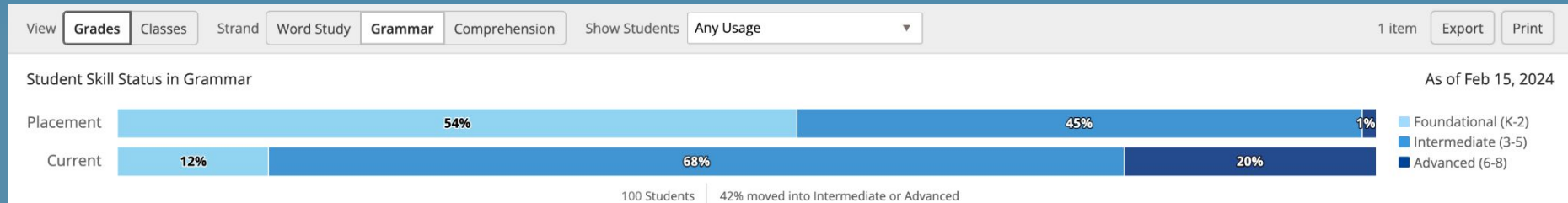
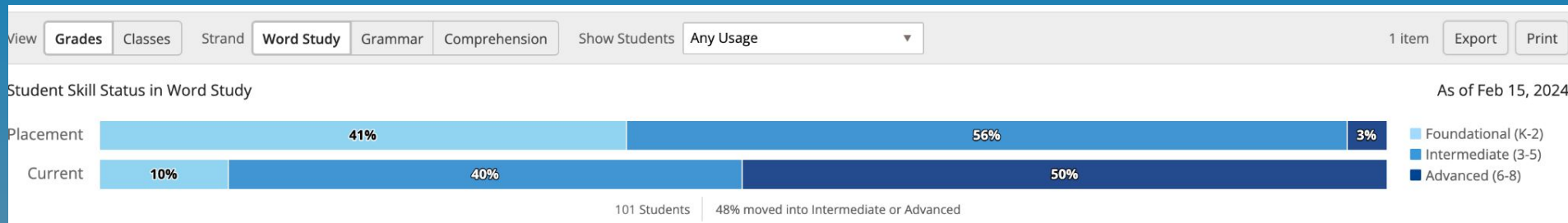
School Profile

## Achievement Overview

East Bay Innovation Academy | Reading

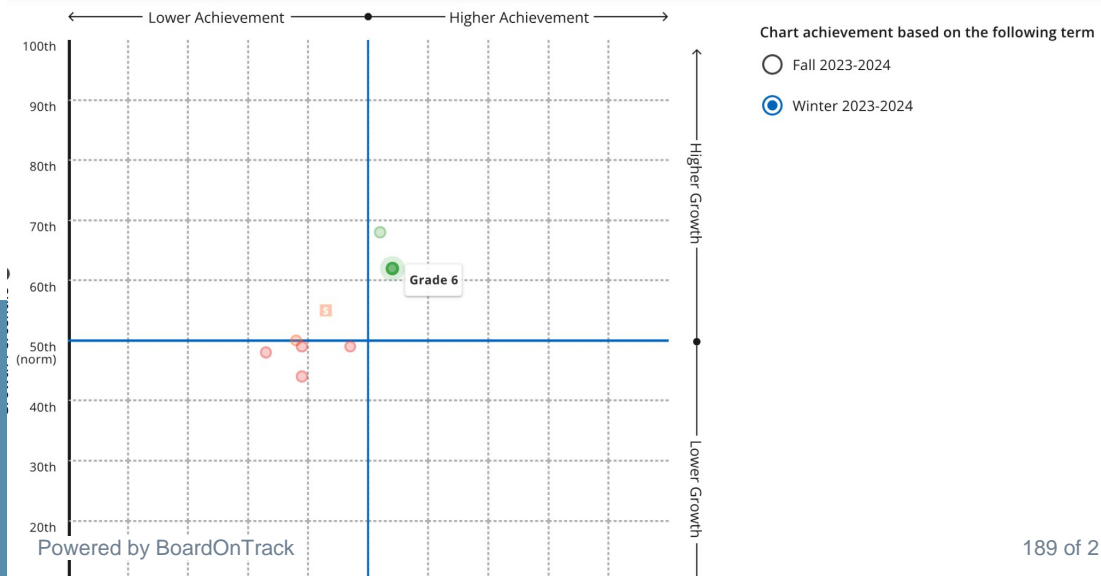
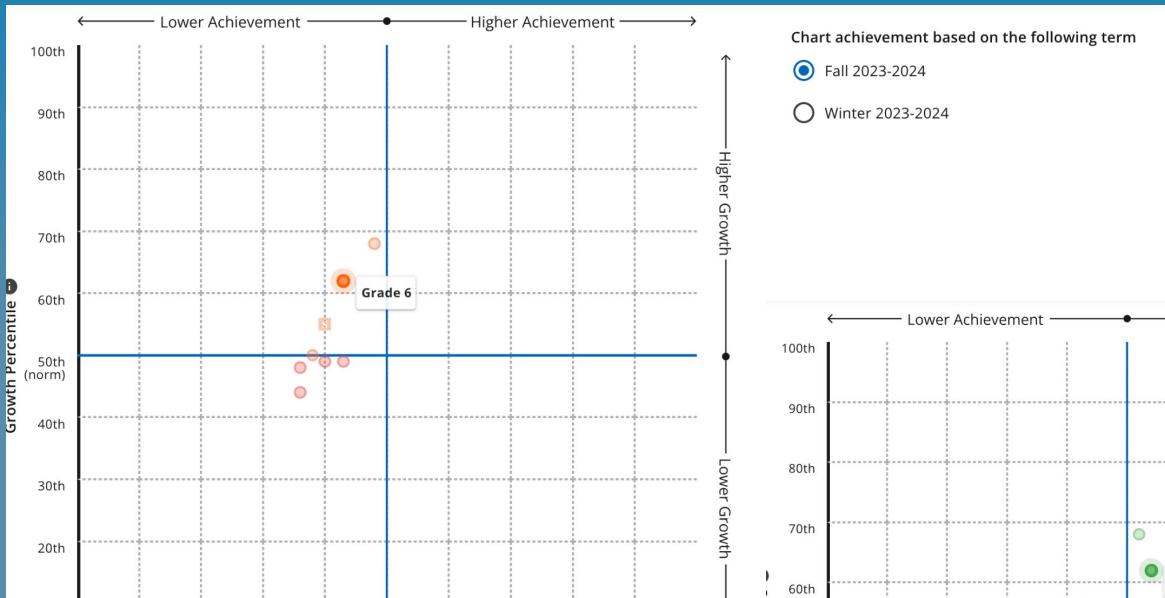


# Lexia - 6th Grade Pitot

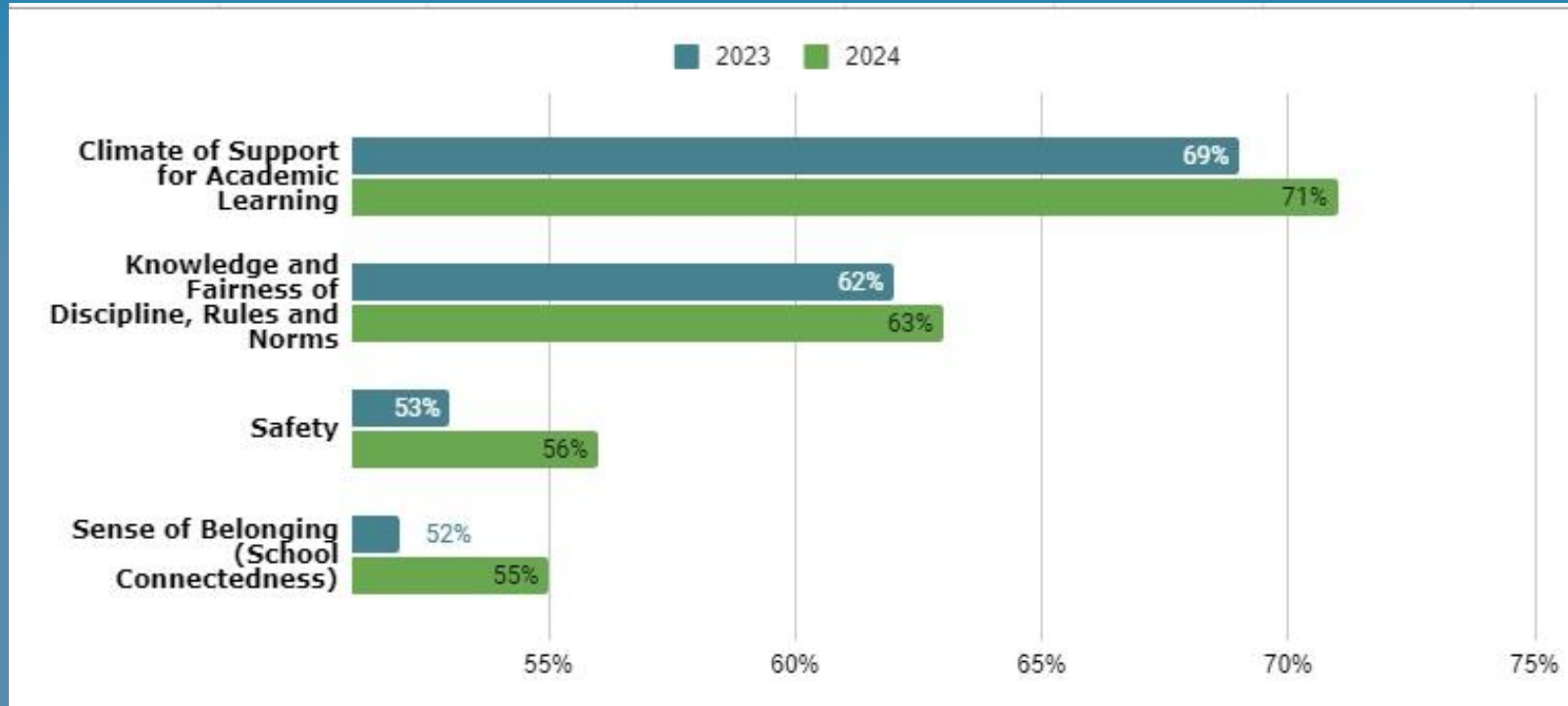




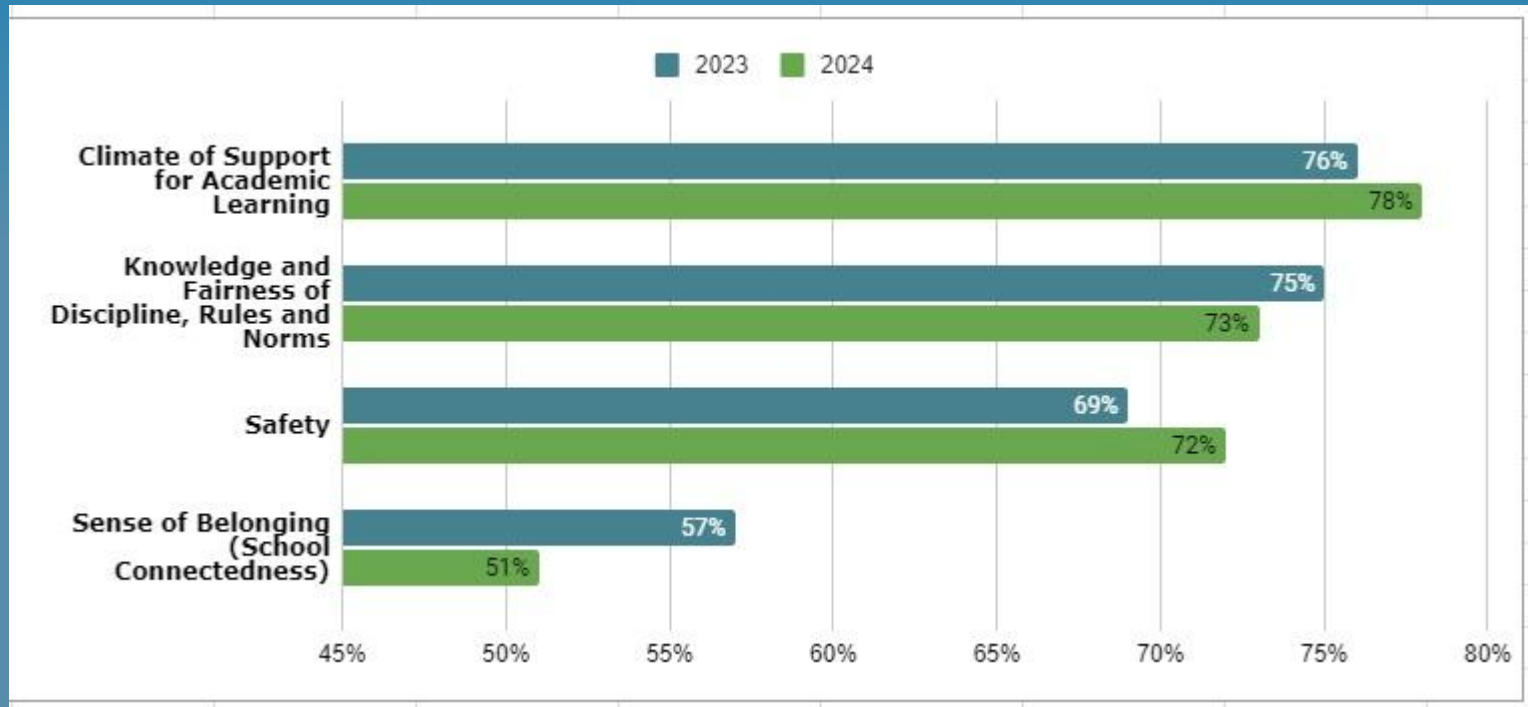
# 6th MAP Reading Growth - Black and Latino Students



# Mid-Year Panorama Student Survey Lower School



# Mid-Year Panorama Student Survey Upper School



3

# Planning for 24-25



# Academic Program

## LOWER SCHOOL

- Greater focus on literacy and numeracy during ILT in Lower School
  - Lexia, Zearn, and other tiered supports
- Expanding Open Up Resources math curriculum to 7th and 8th grades
- Utilizing Achievement First curriculum for ELA
- Adding Tech/Executive Functioning Elective for 6th-grade
- Schedule changes



# Academic Program

## UPPER SCHOOL

- Increasing dual enrollment courses (applying for grant)
- Continuing to increase internship/work-based learning
- Integration of Computer Science/Design into one interdisciplinary project in each grade level
- Partnership with One Goal - junior year college prep class
- Schedule changes and master schedule efficiency



# School Culture

- Director of Student Support Services will oversee PBIS
- Utilizing more frequent student surveys to design responsive SEL curriculum
- Potential revisions of student orientation
- In process of reviewing Panorama data and planning for next year



# ▶ Long-term Visioning

## Vision Committee

- Learning Phase
  - Best practice research
  - Empathy interviews, surveys, instructional rounds
- Emerging themes
  - Transparency
  - Real-world connections/Relevance
  - Mastery/Competency Grading and Assessment





# Coversheet

## Mid Year LCAP Update

**Section:** IV. Academic Excellence  
**Item:** B. Mid Year LCAP Update  
**Purpose:** Discuss

**Submitted by:**

**Related Material:**

2024\_LCAP\_Mid-Year\_Monitoring\_Report\_for\_the\_2023-24\_LCAP\_East\_Bay\_Innovation\_Academ  
y\_20240202.pdf

2024 Mid-Year LCAP Report.pdf



## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

### Goal 1

<b>Goal Description</b>
<b>Provide and maintain basic educational and support services for all students</b>

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of mis-assignments	70% across all subjects, 85% in core subjects	72% correctly assigned across all subjects, 90% in core subjects	77% correctly assigned across all subjects. 90% in core subjects.	83.3% correctly assigned across all subjects. 90% in core subjects.	100% credentialed teachers in all subject areas required for charter school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Academic growth by cohorts on local assessments in ELA	<p>MAP internal data showing a number of cohorts on average below grade level in math, some also in ELA. Please see appendix 1 for SY 21 winter data.</p> <p>MAP SY20-21 (% Proficient) All Students MAP Math = 58% All Student MAP ELA = 69% African American Student = 33% Latinx Students = 38%</p> <p>SBAC SY20-21 (% Met or Exceeded) All Students Math = 35% All Students ELA = 56% African American Students Math = 13% African American Students ELA = 29% Hispanic or Latino Students Math = 27% Hispanic or Latino Students ELA = 50%</p>	<p>MAP data suggest some backsliding, especially for older cohorts.</p> <p>MAP SY21-22 (% Proficient) All Students MAP Math = 38% All Student MAP ELA = 49% African American Students = 14% Latinx Students = 26% P</p> <p>SBAC SY21-22 (% Met or Exceeded) All Students Math = 27% All Students ELA = 42% African American Students Math = 10% African American Students ELA = 26% Hispanic or Latino Students Math = 21% Hispanic or Latino Students ELA = 40%</p>	<p>MAP SY22-23 (% Proficient) All Students MAP Math = 46% All Student MAP ELA = 55% African American Student = 29% Latinx Students = 30%</p> <p>SBAC SY22-23 (% Met or Exceeded) All Students Math = 36% All Students ELA = 48% African American Students Math = 19% African American Students ELA = 28% Hispanic or Latino Students Math = 25% Hispanic or Latino Students ELA = 50%</p>	<p>MAP SY 23-24 (% Proficient) Winter 24 All Students MAP Math = 54% All Student MAP ELA = 62% African American Students Math = 36% African American Students ELA = 48% Latinx Students Math = 46% Latinx Students ELA = 57%</p> <p>SBAC 23-24 PENDING</p>	Positive growth in MAP/SBAC results for all students, year over year
Graduation rate	70% 4-year cohort rate (19-20)	97% (20-21)	92% (21-22), Pending (22-23)	98% 22-23	85% or higher 4 year cohort rate
A-G readiness	inaccurate data reported (19-20)	95% (20-21)	84% (21-22)	90% 22-23	Over 90% of graduates complete A-G
Independent audit for compliance	No material findings	No material findings	No material findings	No material findings	No material findings.
# of EL teacher mis-assignments	11 in 19-20	7 in 20-21	7 in 21-22	7 in 23-24	0
# of vacant teacher positions	0	0	0	5.5 (currently filled with long-term substitute teachers)	0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students with access to standards-aligned instructional materials	100%	100%	100%	100%	100%
DUAL enrollment	0	All 9th graders	49% of 12th grade	100% of 12th grade enrolled 23-24	at least 2
CTE Pathway completion	N/A, pathway launch	Linked Learning Silver Certification	Linked Learning Silver Certification	Linked Learning Silver Certification	100% completion
SBAC results in Math compared to district	N/A, Covid	21-22 EBIA: 26.74% OUSD: 25.87%	22-23 EBIA: 34.98% OUSD: 25.42%	Pending SBAC 23-24	exceeding
SBAC results in English compared to district	N/A, Covid	2021-22 EBIA: 42.15% OUSD: 35.33%	22-23 EBIA: 50% OUSD: 33.06%	Pending SBAC 23-24	exceeding
% of students receiving 3 or higher on AP exams	67% in 19-20	53% in 20-21	55% in 21-22	62% in 22-23	70% or higher
% of graduates accepted into a 4-year college	75%	88% in 21-22	Did not collect this data 22-23	Pending 23-24	80% or higher

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>6-12 College and Career Readiness</b> Director of College and Career Readiness to support experiences and readiness in grades 6-12. Refine systems, policies and procedures for course access, academic counseling, college counseling	No	Fully Implemented	All students have applied to a college or have a plan for a trade program after graduation. Partnership with Oakland Promise to implement college and career readiness program in grades 6-8.		\$150,700.00	\$69,866.00
1.2	<b>Professional development support for teachers to clear credentialing process and improve practice</b>	No	Fully Implemented			\$35,000.00	\$23,009

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Includes BTSA, mentor coaching, ELD, and other relevant expenses to support teachers clear their credentials. Also includes targeted workshops, conferences and participation in PLCs aimed to improve teaching practice, including integration of PBL and other individual PDs (i.e., AP).</p> <p>EBIA will provide funding (up to \$3,500/ETA member over the course of their lifetime at EBIA) to employees for essential credentialing or licensing support</p>						
1.3	<p><b>Curriculum</b> Core and blended curriculum</p>	No	Fully Implemented			\$108,242.00	\$57,462
1.4	<p><b>Assessment to track student progress</b> MAP, AP, SBAC, ELPAC</p>	No	Fully Implemented			\$17,000.00	\$9,931.73
1.5	<p><b>Curriculum and Instruction alignment</b> Restructure leadership team to include two academic deans. Stipends and materials to plan and implement professional learning communities at Upper and Lower School.</p>	No	Fully Implemented			\$426,729.00	\$228,531

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<b>Business Services</b> Audit and compliance support, data reporting (CALPADS) support, financial services	No	Fully Implemented			\$288,511.00	\$157,192
1.7	<b>Expanded learning</b> Summer session, before and after school academic/tutoring support, mental health support, Phoenix Academy for new students	No	Fully Implemented			\$192,468.00	\$111,861.76
1.8	<b>Qualified Instruction</b> Teacher Salaries, unrestricted	No	Fully Implemented			\$2,539,341.00	\$1,044,367.00
1.9	<b>Instructional Support *</b> Student-facing, academic support	Yes	Fully Implemented			\$344,016.00	\$169,549
1.10	<b>EL tutoring support</b>	Yes	Not Implementing	Not able to hire Spanish teacher.		\$55,160.00	\$0
1.11	<b>IEP and 504 services</b>	Yes	Fully Implemented			\$510,831.00	\$391,916

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Identification and service delivery to support student learning with respect to IEP and 504 plans						
1.12	Assessment to track student progress fees AP/ SAT	Yes	Partially Implemented			\$10,000.00	
1.13		Yes					
1.14		No					

## Goal 2

### Goal Description

Create a culture of caring and responsibility, where students feel safe and supported and can develop into leaders who collaborate, manage change and take ownership of their learning.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School culture and climate survey - parents	58% favorable on school climate; high barriers to engagement (remote learning)	67% favorable on school climate, families reporting decline in barriers to engagement (87%)	65% favorable on school climate, families reporting decline in barriers to engagement (80%)	Pending Survey in Spring 2024	70% satisfaction with school climate, 90% favorable in barriers to engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		favorable compared to 82% in SY 21)	favorable compared to 87% in SY 22)		
School culture and climate survey - students	climate of support for learning (70%), sense of belonging (50%)	climate of support for learning (72% lower, 79% upper); sense of belonging (54% lower, 56% upper). sense of safety (55% lower, compared to 79% for upper)	climate of support for learning (69% lower, 75% upper); sense of belonging (52% lower, 57% upper). sense of safety (53%, compared to 76% for upper)	Mid-year climate survey January 2024: Climate of support for learning (71% lower, 78% upper); sense of belonging (55% lower, 51% upper). sense of safety (56% lower, 72% for upper)	75% report supportive climate, 70% report sense of belonging
School culture and climate survey - teachers	school climate positive (67%)	school climate positive (55%)	school climate positive (59%)	Pending Survey in Spring 2024	school climate 70% or higher
Chronic Absenteeism Rates	5.2% Overall, 6.4% African American, 9.2% Hispanic, 10.5% Socioeconomically Disadvantaged, 4.8% Students with Disabilities, 2.2% Two or More Races, 2.5% White.	Overall increase > 10% in SY 21 (mostly distance learning), SY 22 18.2%  Subgroup Rates SY22 19.8% African American, 20.3% Hispanic, 32.1% Socioeconomically Disadvantaged, 18.6% Students with Disabilities, 11.4% Two or More Races, 17.1% White.	SY23 = 3.4% (14.8% decrease)  Subgroup Rates SY23 2.5% African American, 3.4% Hispanic, 5.6% Socioeconomically Disadvantaged, 4.3% Students with Disabilities, 4.8% Two or More Races, 4.8% White.	SY24 Pending Currently trending at the same rate for the 23-24 school year.	Decrease high subgroup rates of chronic absenteeism by 20%
Suspension Rates	5% Overall, 11.6% African American, 6.5% Socioeconomically Disadvantaged, 12.1% Students with Disabilities, 2.9% English Learners, 4.4% Hispanic, 2.9% White, 0% Two or More Races	<1% in SY 21 (mostly distance learning) SY 22 7% Overall, 8.3% African American, 8.8% Socioeconomically Disadvantaged, 13% Students with Disabilities, 2.3% English Learners, 6.9% Hispanic, 6.7% White, 9.1% Two or More Races	SY23 =4.8% 4.7% African American, 6.7% Socioeconomically Disadvantaged, 12.9% Students with Disabilities, 2.3% English Learners, 6.3% Hispanic, 4.2% White, 4.5% Two or More Races	SY24 Pending	Decrease high subgroup rates of suspension by 20%



**Actions & Measuring and Reporting Results**

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-year Outcome Data</b>	<b>Other Data/Evidence (qualitative, quantitative, artifacts)</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>2.1</b>	<b>Culture and Climate team</b> Primary leads for defining school culture, designing norms, practices and implementing board policies and procedures at each campus. Lead restorative conversations, plan assemblies, celebrations and other activities that build school connection. Support behavioral and discipline-related work under administrative guidance. In SY23-24, the Culture and Climate Team will be charged with exploring and implementing strategies to improve both family and student engagement and leadership, with a particular emphasis on working to involve these stakeholder in providing inputs into a range of decisions at the LEA.	No	Partially Implemented	Our school culture team has fully implemented restorative practices and is working on increasing positive student activities. The climate team has not had the opportunity to expand family engagement opportunities.		\$429,676.00	\$264,738
<b>2.2</b>	<b>Mental health services</b> Multi-tiered mental health support for students	No	Fully Implemented			\$82,796.00	\$49,283
<b>2.3</b>	<b>Measure G1 culture and climate</b> Musical, assemblies, SEL activities	No	Fully Implemented			\$64,414.00	\$7,046.00
<b>2.4</b>	<b>School wide survey</b> Panorama or other similar school climate surveys	No	Fully Implemented	Student mid-year Panorama survey implemented in January 2024		\$5,000.00	\$5,980

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	<b>Intersession activities</b> Non-core subject activities on/off campus with community instructors in-between trimesters	No	Partially Implemented	The Manager of LLL has not taken this on as a primary responsibility. The Culture Deans have taken more of a role in scheduling intersession in collaboration with the Operations team and the School Leadership Team.		\$139,960.00	\$50,187.00
2.6	<b>Specialized support</b> Staff, administration and third party providers supporting students and families who are chronically absent, in need of specialized services	No	Fully Implemented	Increase in SARB meetings and time in COST team meetings spent to monitor and plan supports.		\$151,868.00	\$88,526

### Goal 3

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

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Multi-disciplinary, culminating projects	2-3 grade level collaborative projects before Covid (19-20), modified in 20-21	Successful capstone at year-end	One multi-disciplinary projects in grade 6 (History/ELA); 2 collaborative projects (English-Math; AP Research) and successful 6-12 capstone at year-end	Professional development sequence planned to re-design the year-end capstone project for all grade levels. Plans for further implementation of multi-disciplinary projects for the 24-25 school year.	At least two multi-disciplinary, culminating projects completed, including year-end Capstone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Blended learning in ELA and math	Inconsistent integration of blended learning across grades and the school year	Scheduling changes mid-year due to Covid surges impacted blended learning progress at lower; not consistently integrated at upper.	Consistent use of ALEX and Achieve 3000 at LS; Not consistently integrated at US	Lexia pilot initiated for 6th grade; no change for Upper School.	Consistent use of blended learning within the school day and year for all students
CTE instruction in partnership with community college	CTE unavailable in 19-20	Course sequence fully designed and courses rolled out incrementally	Course sequenced fully designed and all students enrolled in at least one CTE course (Robotics, Cyber-Security, CSDI I, APCP, APCA, and CSDI Capstone)	All students are enrolled in at least one CTE course. All 12th-grade students are enrolled in at least one dual-enrollment course.	All students iin grades 9-12 will receive at least one year of CTE instruction as part of the linked learning pathway
Work-based learning opportunities	Work-based learning opportunities largely unavailable in 19-20	Internship program design started, online job talks coninuing in SY 21 and SY 22	Established internship opportunity with Genesys Works. Students practiced interviewing for open positions.	Increased internship opportunities including Chabot Space and Science Center, Bay Area Mural Project, and GameHeads.	Facilitate at least three work-base learning opportunities, including one internship
Chromebooks	100% of students will have access to chromebooks 1:1 on campus	1:1 availability of Chromebooks	1:1 availability for all students	1:1 availability for all students	1:1 availability for all students

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Project-based learning (PBL) Professional Development</b> Professional development for implementing PBL, including plans to attend conferences and disseminate	No	Fully Implemented	Measure N/H funds used to provide 3-day professional development to all teachers on PBL with a focus on capstone projects. Not yet recognized in expenditures.		\$55,108.00	
3.2	<b>Materials and supplies for PBL and CTE</b> Basic materials and supplies for PBL and CTE	No	Fully Implemented			\$46,986.00	\$13,010

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<b>CTE instruction</b> Staffing, curriculum and equipment	No	Fully Implemented			\$117,016.00	\$60,477
3.4	<b>Linked Learning Pathway</b> Administration, continued development of work-based learning, internship programs, and college/career exploration through student events, professional development and coaching/access to resources.	No	Partially Implemented	The Linked Learning coach is being provided by the Oakland Unified School District so we have taken it out of the budget for this year.		\$147,965.00	\$69,853
3.5	<b>Chromebooks fleet procurement and support</b> Replace a portion of old fleet each year, configure, issue, maintain and troubleshoot the fleets.	No	Fully Implemented			\$99,055.00	\$51,543
3.6		No					

## Goal 4

### Goal Description

**Maintain very high attendance to ensure school receives state money via ADA**

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Average Daily Attendance	620 enrollment in 20-21	563 in 21-22	520 in 22-23	504 in 23-24 96% ADA for Lower School as of 1/29/24 94% ADA for Upper School as of 1/29/24	Full enrollment in grades 6-8 and increase enrollment in grades 9-12 to capacity.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>School Information System and Parent Square</b> Systems to track enrollment and attendance (PowerSchool), and communication platform (Parent Square)	No	Fully Implemented			\$29,859.00	\$21,703
4.2	<b>Attendance outreach and SARB follow-up</b> SARB/SART Team personnel, materials, and expenses to support improved student attendance and reduced chronic absenteeism	No	Fully Implemented			\$29,191.00	\$13,952
4.3	<b>Student recruiting</b> Swag, banners, social media campaigns	No	Fully Implemented	Increase in spending on advertising and marketing.		\$39,391.00	\$9,627



## Goal 5

Goal Description

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures



# Mid-Year LCAP Report

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# Mid-Year Outcome Data Highlights

- Chronic Absentee rates are trending similar to last year at around 3-4% (decrease of 15% from 21-22)
- ADA trending at 96% Lower/94% Upper
- Continued full implementation of Linked Learning Pathway - 100% students enrolled in CSDI courses, increase in internships and dual enrollment



# Adherence to LCAP plan and budget projections

- We are on track with spending in most categories as planned.
- We are fully implementing LCAP Actions with a few exceptions
  - EL Support- teacher shortage
  - Family Engagement - in progress



# Next steps

- New 3-year LCAP plan due by July 1, 2024
- Timeline
  - Fall/Winter: Gathering Data/Engaging Partners
    - Surveys - Panorama, Family Survey
    - Student Shadows, Empathy Interviews, Instructional Rounds, Vision Committee work
  - Spring: Drafting/Stakeholder Feedback
  - June 12 Board Meeting - final approval



# Coversheet

## Prop 28 Update

**Section:** IV. Academic Excellence  
**Item:** C. Prop 28 Update  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Prop 28 Plan 23-24.pdf



**Proposition 28 Plan 23-24**

**Allocation: \$73,355**

We will utilize Prop 28 funds to pay the salary and benefits for our Lower School Art Teacher. Without these funds, we would not be able to maintain an arts program in our Lower School.

East Bay Innovation Academy				
<a href="#">2023-24 Proposition 28 - Arts &amp; Music in Schools</a>				
Expenditure Plan through:	6/30/2024			
Number of Pupils Served:	282			
Number of School Sites:	1			
Description	Object Codes	Amount	Notes	# FTEs
<b>REVENUE</b>				
Prop 28 Revenue	8590	73,355		
<b>BUDGETED EXPENDITURES</b>				
Certificated Staff	1000s	91,487	LS Computer Science Teacher	1.00
Classified Staff	2000s	-		0.00
Employee Benefits	3000s	27,183		
Books & Supplies	4000s	-		
Services & Other	5000s	-		
<b>TOTAL BUDGETED EXPENDITURES &amp; FTEs</b>		<b>118,670</b>		<b>1.00</b>
<b>BALANCE (Total Revenue minus Budgeted Expenditures)</b>		<b>(45,315)</b>		