East Bay Innovation Academy

Board Meeting

Date and Time

Wednesday June 12, 2024 at 8:00 PM PDT

Location

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**8:00 PM**
	Opening Items			
A.	Record Attendance and Guests		Brett van Zuiden	1 m
B.	Call the Meeting to Order		Brett van Zuiden	1 m
C.	Review and Approve Minutes from 5/15/2024 REGULAR Board Meeting	Approve Minutes	Brett van Zuiden	1 m
D.	Opening Session - Public Comment (Any Agenda or Non-Agenda Items) Public comment is limited to a maximum of 3 minutes of comment time per speaker		Brett van Zuiden	15 m
II.	**Consent Agenda**			**8:18 PM**

		Purpose	Presenter	Time
A.	Review and Approve East Bay Innovation Academy Consent Agenda Items Consent Agenda Items: • EPA Expenditure Plan 24-25 • Prop 28 Annual Report • Consolidated Application for Funding 24-25 • Approval of EdTec Contract for 24-25 • May Check Register • Student desk furniture purchase • Revolution Foods Contract 24-25 • Updated EBIA Tech Use Policy	Vote	Brett van Zuiden	5 m

III. Approve Local Control and Accountability Plan — 8:23 PM

The Board will review and approve the LCAP.

		Purpose	Presenter	Time
A.	Local Control Accountability Plan Review and Approval - Approve SY 24-25 Local Control Accountability Plan - Discuss and Approve Local Indicators	Vote	Miranda Thorman	5 m

IV. Finance and Development — 8:28 PM

Finance

		Purpose	Presenter	Time
A.	Approve Executive Director Compensation Review compensation study and approve Executive Director Compensation	Vote	Brett van Zuiden	5 m
B.	East Bay Innovation Academy - Finance Update - 2024 - 2025 School Year budget review and approval	Vote	Miranda Thorman	20 m

V. Academic Excellence — 8:53 PM

		Purpose	Presenter	Time
	Academic Excellence			
A.	Executive Director Updates - End of Year Updates - Staffing Updates - Enrollment Updates	Discuss	Miranda Thorman	10 m
B.	2024-2025 Staffing: Declaration of Need for Fully Qualified Educators 2024 -2025 Staffing: Declaration of Need for Fully Qualified Educators	Vote	Miranda Thorman	5 m
C.	Student Outcomes Focused Governance Proposal Greg Klein will share a proposed scope of work to support the EBIA board to adopt a Student Outcomes Focused Governance Model.	Discuss	Miranda Thorman	10 m

VI. Closed Session: Student Discipline and Real Estate Negotiations — 9:18 PM

The Board shall review and vote on a confidential student discipline matter – Consideration of Potential Expulsion Case No: 2024001

The Board shall discuss Real Property Negotiations:
Property: 3500 Mountain Blvd
Negotiating Parties: EBIA and BH Properties
Under Negotiation: Price and Terms of Payment

A.	Adjourn Public Board Meeting for Closed Session	Vote	Brett van Zuiden	1 m
B.	Open Closed Session	FYI	Brett van Zuiden	1 m
C.	Closed Session Discussion: confidential student discipline matter and real estate negotiations	Vote	Miranda Thorman	20 m
D.	Adjourn Closed Session and Move to Public Session	Vote	Brett van Zuiden	1 m

VII. Reconvene Board Meeting - Open Public Session — 9:41 PM

A.	Open Session: Roll Call	FYI	Brett van Zuiden	1 m
B.	Report Actions Taken (if any) in Closed Session	FYI	Brett van Zuiden	5 m

		Purpose	Presenter	Time
VIII.	**Facility Updates**			**9:47 PM**
A.	Facilities Updates	Vote	Miranda Thorman	10 m
IX.	**School Governance and Other Matters**			**9:57 PM**
A.	Confirm Board Meeting Dates through 2024 - 2025 School Year	Discuss	Brett van Zuiden	1 m

July 2024 Summer Break - 2024/2025 Fiscal/School Year Begins

8:00 PM Wednesday, 8/21/2024
8:00 PM Wednesday, 9/18/2024
8:00 PM Wednesday, 10/16/2024
8:00 PM Wednesday, 11/20/2024

December 2024 Winter Break

8:00 PM Wednesday, 1/15/2025
8:00 PM Wednesday, 2/19/2025
8:00 PM Wednesday, 3/19/2025
8:00 PM Wednesday, 4/16/2025
8:00 PM Wednesday, 5/21/2025
8:00 PM Wednesday, 6/11/2025 - End of 2024/2025 School/Fiscal Year

July 2025 Summer Break - 2025/2026 Fiscal/School Year Begins

8:00 PM Wednesday, 8/20/2025

B.	Closing Session - Public Comment (Any Agenda or Non-Agenda Items)	FYI	Rochelle Benning	10 m

Public comment is limited to a maximum of 3 minutes of comment time per speaker

X.	**Closing Items**			**10:08 PM**
A.	Adjourn Meeting	Vote	Rochelle Benning	1 m

Coversheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section: II. Consent Agenda
Item: A. Review and Approve East Bay Innovation Academy Consent Agenda Items
Purpose: Vote
Submitted by:
Related Material:
EBIA-EPA Resolution FY25-JW-2040529.pdf
EBIA-EPA Spending Plan FY25-JW-20240529.pdf
EBIA-Proposition 28 School Site Expenditure Plan + Annual Report-JW-20240607.pdf
EBIA-AppforFndng-FY25-JW-20240610.pdf
EBIA - EdTec Back Office Service Renewal Proposal.pdf
BoardCheckandPaymentRegisterResults231.pdf
Hertz Furniture Quote 706372 - 05-31-2024 4_29pm - eSign.pdf
EBIA - RF 24-25 Vended Meals Renewal Agreement (1).pdf
EBIA Tech Use Policy (Revised June 2024).pdf

East Bay Innovation Academy
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of East Bay Innovation Academy shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of East Bay Innovation Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of East Bay Innovation Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____. _____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

East Bay Innovation Academy

Estimated Expenditures July 1, 2024 - June 30, 2025
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	EBIA
Amount Available for this Fiscal Year		
Education Protection Account	8012	$100,320
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$100,320
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$100,320**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision of the State Budget.
Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by
Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

Annual Report

LEA		East Bay Innovation Academy
Fiscal Year		2024
Total Allocation	$	68,624
Enrollment > 500? (Y/N)		Yes

Narrative description of the Prop 28 art education program(s) funded.

EBIA used the funds to pay for a certificated computer science instructor in its middle school. Due to rising costs, lower enrollment, and shrinking one-time funds EBIA would have been forced to cut this position without the influx of Prop 28 funds.

Number of full time equivalent teachers (certificated):	1
Number of full-time equivalent personnel (classifed):	0
Number of full-time equivalent teaching aides:	0
Number of students served:	282
Number of school sites providing arts education:	1

Link to Reporting Portal

California Department of Education **Consolidated Application**

East Bay Innovation Academy (01 61259 0129932)

Status: Certified
Saved by: Mike Pocrnich
Date: 6/10/2024 8:13 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Miranda Thorman
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/10/2024

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

California Department of Education **Consolidated Application**

East Bay Innovation Academy (01 61259 0129932)

Status: Certified
Saved by: Mike Pocrnich
Date: 6/10/2024 8:29 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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

EdTec Back Office Service Renewal Proposal Memo
for East Bay Innovations Academy

EdTec is honored to be a key support partner to East Bay Innovations Academy since 2013 and we look forward to continuing our role in supporting the organization's on-going success and impact.

Current Contract Overview

- Contract Term: July 1, 2022 through June 30, 2024
- Service Pricing: Fixed annual pricing of $168,629 for Back Office Services (SOW #7)

Contract Renewal Proposal

Based on the success of our current partnership, we propose a continuation of the current service level for a two-year contract renewal at the pricing detailed in the table below for the 2024-25 and 2025-26 school years.

As laid out in the current Statement of Work, EdTec will continue to provide support in budgeting and financial tracking, as well as accounting, accounts payable and receivable, payroll, reporting, audit assistance, attendance reporting support, and other operational activities as outlined.

Back-Office Service Renewal Pricing	2023-24 (Current Year)	2024-25 (1st Proposal Year)	2025-26 (2nd Proposal Year)
LCFF Revenue	$5,766,183	$6,181,844	$6,800,079
Fixed Annual Back-Office Service Pricing	$153,029	$159,000	$165,000
AP Services (Annualized)	$15,600	$16,000	$16,500
Total	$168,629	$175,000	$181,500
Service Cost as % of LCFF Revenue	*2.92%*	*2.83%*	***2.67%***

Next Steps

Thank you for your partnership and for your consideration of EdTec's proposal. We look forward to your feedback and to discussing next steps.

- The EdTec Team

Internal ID	Subsidiary	Account Number	Payee Name	Check Numb	Payment Date	Main Payment Memo	Descriptions of Applied Invoices	Amount	Type
9446600	East Bay Innovation Academy (EB	9121-4419	GN Event Rental	8810	5/1/24	Chairs for Musical performances	Bill #229576691--Chairs for Musical performances	533.75	Bill Payment
9460011	East Bay Innovation Academy (EB	9121-4419	Amazon Capital Services	8811	5/6/24	Acct #A1GDQTYJDVQHA0; Supplies	Bill #11FT-9QXD-1Q1L--Supplies Bill #1Y9N-XXHK-GJ9C--Supplies Bill #14LC-3TWV-13Y3--Supplies Bill #1L67-16PP-374J--Supplies Bill #1PQ3-WYP9-RL1H--Supplies Bill #1YPV-RF7Q-4JTP--Supplies Bill #16G3-1XCQ-K17M--Supplies Bill #16G3-1XCQ-37GY--Supplies	1,171.58	Bill Payment
9460012	East Bay Innovation Academy (EB	9121-4419	AALRR Attorneys at Law	8812	5/6/24	Client No. 006340 Legal Services	Bill #711135--Legal Services	235.61	Bill Payment
9460013	East Bay Innovation Academy (EB	9121-4419	Bay Area Office Systems	8813	5/6/24	Cust #EBIAMTN; Materials & Supplies	Bill #33307--Materials & Supplies	768.93	Bill Payment
9460014	East Bay Innovation Academy (EB	9121-4419	Brady Industries	8814	5/6/24	Customer ID 290003; Janitorial Supplies	Bill #8833857--Janitorial Supplies	1,456.58	Bill Payment
9460015	East Bay Innovation Academy (EB	9121-4419	EdTec	8815	5/6/24	Data Service March 2024 & UPS Postage	Bill #203162--Data Service March 2024 & UPS Postage	429.63	Bill Payment
9460016	East Bay Innovation Academy (EB	9121-4419	Get Empowered	8816	5/6/24	INV#INV#GE-EBIA032024; AfterSchool Hip Hop and Mural Class: 02/28 - 03/28/24; AfterSchool Hip Hop and Mural Class: 04/10 - 04/11 - 04/25/24	Bill #GE-EBIA042024--AfterSchool Hip Hop and Mural Class: 04/10 - 04/11 - 04/25/24	951.00	Bill Payment
9460017	East Bay Innovation Academy (EB	9121-4419	Maria Huidor	8817	5/6/24	Reimb: Springfest Food Booth Supplies	Bill #042224--Reimb: Springfest Food Booth Supplies	156.29	Bill Payment
9460018	East Bay Innovation Academy (EB	9121-4419	Kayla Jackson	8818	5/6/24	Reimb: Spring Fest Ballons + Table Clothes & Prom Deserts	Bill #042524--Reimb: Spring Fest Ballons + Table Clothes & Prom Deserts	123.21	Bill Payment
9460019	East Bay Innovation Academy (EB	9121-4419	Lina's Janitorial Services	8819	5/6/24	Janitorial Service for US & LS (April 2024)	Bill #62--Janitorial Service for US & LS (April 2024)	12,000.00	Bill Payment
9460020	East Bay Innovation Academy (EB	9121-4419	Office Depot	8820	5/6/24	Acct# 16610744; Supplies	Bill #361428433001--Supplies	104.95	Bill Payment
9460021	East Bay Innovation Academy (EB	9121-4419	Orkin	8821	5/6/24	Account #36504571; Pest Control Services	Bill #260511814--Pest Control Services	160.99	Bill Payment
9460022	East Bay Innovation Academy (EB	9121-4419	PG&E	8822	5/6/24	Account No 4052865603-2; Gas and Electrical due by 05/06/24	Bill #041724--Gas and Electrical due by 05/06/24	6,285.47	Bill Payment
9460023	East Bay Innovation Academy (EB	9121-4419	Rob Skate Academy	8823	5/6/24	PO# 1089; Thursday Afterschool Classes	Bill #1593--Thursday Afterschool Classes	1,500.00	Bill Payment
9460024	East Bay Innovation Academy (EB	9121-4419	Jasmine Sanchez	8824	5/6/24	Reimb: Express & Priotity mail Postage Checks, Key Copies for Staff RR, Staff Breakfast & Springfest raffel Basketball	Bill #042624--Reimb: Express & Priotity mail Postage Checks Key Copies for Staff RR Staff Breakfast & Springfest raffel Basketball	477.13	Bill Payment
9460025	East Bay Innovation Academy (EB	9121-4419	Scoot Education Inc.	8825	5/6/24	Services: 04/15 - 04/19/24	Bill #76317--Services: 04/15 - 04/19/24 Bill #76382--Services: 04/15 - 04/19/24	9,903.00	Bill Payment
9460026	East Bay Innovation Academy (EB	9121-4419	ChildCare Careers, LLC	8826	5/6/24	BA Only 04/09 - 04/12/24	Bill #707859--30-Day Permit & BA CBEST: 04/16 - 04/17/24 Bill #705963--BA Only 04/09 - 04/12/24 Bill #707860--BA Only 04/15 - 04/19/24	3,856.60	Bill Payment
9460027	East Bay Innovation Academy (EB	9121-4419	Vision Service Plan - (CA)	8827	5/6/24	Client ID: 30050552; Vision Plan May 2024	Bill #820316805--Vision Plan May 2024	429.34	Bill Payment
9460028	East Bay Innovation Academy (EB	9121-4419	Waste Management Of Alameda C	8828	5/6/24	Cust# 00513-38904; Ops Charter April Service 2024	Bill #9933360-2216-1--Ops Charter April Service 2024	719.46	Bill Payment
9460029	East Bay Innovation Academy (EB	9121-4419	Waste Management	8829	5/6/24	Cust# 15-00043-73002; Waste Services: May 2024	Bill #5245489-2216-9--Waste Services: May 2024	1,641.06	Bill Payment
9460316	East Bay Innovation Academy (EB	9121-4419	Kaiser Foundation Health Plan	8830	5/6/24	Customer ID: 8094124388; June 2024 Medical Health Plan	Bill #809412479429--June 2024 Medical Health Plan	27,667.34	Bill Payment

9484435	East Bay Innovation Academy (EB	9121-4419	Bloomerang	DB05072	5/7/24	DB050724; Bloomerang	30.54	Check
9486725	East Bay Innovation Academy (EB	9121-4419	Amazon Capital Services	8831	5/14/24	Acct #A1GDQTYJDVQHA0; Supplies	Bill #1MQG-TCG1-VJ1T--Supplies Bill #1X66-MXK6-6KWW--Supplies Bill #14NV-VW74-WQM4--Supplies Bill #1CQF-XXXF-1CF3--Supplies Bill #1TGM-9Y6N-TMRW--Supplies	753.61	Bill Payment
9486726	East Bay Innovation Academy (EB	9121-4419	Bird and Bee Education	8832	5/14/24	8th Grade Sexual Health Education	Bill #2409--8th Grade Sexual Health Education	2,400.00	Bill Payment
9486727	East Bay Innovation Academy (EB	9121-4419	Sarah Blair	8833	5/14/24	Reimb: 7th Grade Budget & Zoo Field Trip Donations	Bill #010824--Reimb: 7th Grade Budget & Zoo Field Trip Donations	513.16	Bill Payment
9486728	East Bay Innovation Academy (EB	9121-4419	CBF, Inc.	8834	5/14/24	Labor	Bill #49733--Labor	1,240.00	Bill Payment
9486729	East Bay Innovation Academy (EB	9121-4419	Charter Connect	8835	5/14/24	Create Google Ads account, link to Google Analytics, Design Ads, Landing page optimization.	Bill #1787--Create Google Ads account link to Google Analytics Design Ads Landing page optimization.	1,500.00	Bill Payment
9486730	East Bay Innovation Academy (EB	9121-4419	CliftonLarsonAllen LLP	8836	5/14/24	Acc# A274845; Final Billing for preparation of Federal and California information returns for the year ended June 30 2023	Bill #L241301168--Final Billing for preparation of Federal and California information returns for the year ended June 30 2023	813.75	Bill Payment
9486731	East Bay Innovation Academy (EB	9121-4419	College Essay Guy LLC	8837	5/14/24	Live Virtual Workshop College Essay Writing Workshops 10/27 - 10/28/22	Bill #3968--Live Virtual Workshop College Essay Writing Workshops 10/27 - 10/28/22	900.00	Bill Payment
9486732	East Bay Innovation Academy (EB	9121-4419	CoPower	8838	5/14/24	Cust# 902360; Dental Plan June 2024	Bill #2312806--Dental Plan May 2024 Bill #2318727--Dental Plan June 2024	5,601.28	Bill Payment
9486733	East Bay Innovation Academy (EB	9121-4419	EdTec	8839	5/14/24	Monthly Back Office Service and Data Service May 2024	Bill #28915--Monthly Back Office Service and Data Service May 2024	15,219.09	Bill Payment
9486734	East Bay Innovation Academy (EB	9121-4419	Michelle Fitts	8840	5/14/24	Reimb: Cake, 3D Printer Filiment, Coaches debrief lunch & Registration	Bill #040424A--Reimb: Cake 3D Printer Filiment Coaches debrief lunch & Registration	695.74	Bill Payment
9486735	East Bay Innovation Academy (EB	9121-4419	Herff Jones, Inc.	8841	5/14/24	Cust# 04106628111; Diploma	Bill #1221748--Seal Misc Salutatorian & Valedictorian Bill #1219910--Diploma	200.77	Bill Payment
9486736	East Bay Innovation Academy (EB	9121-4419	HopSkipDrive, Inc	8842	5/14/24	Field Trip; 04/01 - 04/30/24	Bill #20784--Field Trip; 04/01 - 04/30/24	1,654.13	Bill Payment
9486737	East Bay Innovation Academy (EB	9121-4419	ISolved Benefit Services	8843	5/14/24	C10007972; FBA Monthly Admin: Administrative Service	Bill #137511201--FBA Monthly Admin: Administrative Service	70.00	Bill Payment
9486738	East Bay Innovation Academy (EB	9121-4419	Law Offices of Young, Minney & C	8844	5/14/24	Legal Services : 04/10 - 04/29/24	Bill #10232--Legal Services : 04/10 - 04/29/24	2,850.00	Bill Payment
9486739	East Bay Innovation Academy (EB	9121-4419	Michael Marzec	8845	5/14/24	Reimb: 2 Cans Spray Paint, Wood/Lumber, Roll of Red Rosin Paper, Musical Supplies,	Bill #050424--Reimb: 2 Cans Spray Paint Wood/Lumber Roll of Red Rosin Paper Musical Supplies 	668.12	Bill Payment
9486740	East Bay Innovation Academy (EB	9121-4419	Michelle Cho	8846	5/14/24	Review and Analysis of additional lease, Calls with JFR & MT : 02/23 - 04/09/24	Bill #1008--Review and Analysis of additional lease Calls with JFR & MT : 02/23 - 04/09/24	625.00	Bill Payment
9486741	East Bay Innovation Academy (EB	9121-4419	Office Depot	8847	5/14/24	Acct# 16610744; Supplies	Bill #365312385001--Supplies	105.39	Bill Payment
9486742	East Bay Innovation Academy (EB	9121-4419	Ready Refresh	8848	5/14/24	Acct #0035832427; Malcolm drinking water 04/07 - 05/06/24	Bill #04E0035832427--Malcolm drinking water 04/07 - 05/06/24	63.22	Bill Payment
9486743	East Bay Innovation Academy (EB	9121-4419	Revolution Foods, Inc.	8849	5/14/24	Cust #C001339; Food Service April 2024	Bill #003188-C001339--Food Service April 2024	9,612.60	Bill Payment
9486744	East Bay Innovation Academy (EB	9121-4419	RingCentral Inc.	8850	5/14/24	Customer ID: 1184099019; Phone Service 04/29 - 05/28/24	Bill #CD_000807522--Phone Service 04/29 - 05/28/24	695.18	Bill Payment
9486745	East Bay Innovation Academy (EB	9121-4419	Scoot Education Inc.	8851	5/14/24	Services: 04/29 - 05/03/24	Bill #77391--Services: 04/22 - 04/26/24 Bill #78558--Services: 04/29 - 05/03/24 Bill #77523--Services: 04/22 - 04/26/24 Bill #78439--Services: 04/29 - 05/03/24	25,354.00	Bill Payment

9486746	East Bay Innovation Academy (EB 9121-4419	Spectrum Center	8852	5/14/24	WD - BEP: Basic Education Program-BAC; 04/01 - 04/30/24	Bill #033124--WD - BEP: Basic Education Program-BAC; 03/01 - 03/31/24 Bill #043024--WD - BEP: Basic Education Program-BAC; 04/01 - 04/30/24	2,908.28	Bill Payment
9486747	East Bay Innovation Academy (EB 9121-4419	ChildCare Careers, LLC	8853	5/14/24	BA Only, 30-Day Permit & BA CBEST: 04/22 - 04/26/24	Bill #710325--BA Only 04/22/24 Bill #710326--BA Only 30-Day Permit & BA CBEST: 04/22 - 04/26/24	2,706.59	Bill Payment
9506619	East Bay Innovation Academy (EB 9121-4419	Amazon Capital Services	8854	5/20/24	Acct #A1GDQTYJDVQHA0; Supplies	Bill #11J4-VHWW-GPNK--Supplies Bill #1PWR-JJWJ-M7CD--Supplies Bill #19CC-TQVP-GM11--Supplies Bill #1MF7-QYCJ-GJCK--Supplies	251.70	Bill Payment
9506620	East Bay Innovation Academy (EB 9121-4419	AT&T	8855	5/20/24	Acct# 9391062435; Internet Service 04/13/24 - 05/12/24	Bill #000021712095--Internet Service 04/13/24 - 05/12/24	639.38	Bill Payment
9506621	East Bay Innovation Academy (EB 9121-4419	City of Oakland Parks, Recreation	8856	5/20/24	Field Res - Youth Tournament/Special Event & Youth Field Maintenance	Bill #FA-112605--Field Res - Youth Tournament/Special Event & Youth Field Maintenance	1,200.00	Bill Payment
9506622	East Bay Innovation Academy (EB 9121-4419	Document Tracking Services	8857	5/20/24	Document Tracking Svcs': 05/15/24 - 05/15/25	Bill #946057--Document Tracking Svcs': 05/15/24 - 05/15/25	575.00	Bill Payment
9506623	East Bay Innovation Academy (EB 9121-4419	EBMUD	8858	5/20/24	Acct# 49867400001; Water Services: 03/07 - 05/07/24	Bill #051424--Water Services: 03/07 - 05/07/24	2,276.94	Bill Payment
9506624	East Bay Innovation Academy (EB 9121-4419	East Bay Speech Pathology, Inc.	8859	5/20/24	Speech & Language Pathology Services	Bill #2145--Speech & Language Pathology Services	9,051.48	Bill Payment
9506625	East Bay Innovation Academy (EB 9121-4419	EdTec	8860	5/20/24	UPS Postage	Bill #203324--UPS Postage	29.51	Bill Payment
9506626	East Bay Innovation Academy (EB 9121-4419	Michelle Fitts	8861	5/20/24	Reimb: Fabric for costumes, Materials for costumes, Supplies for masks, Costume fabric, Headpiece Supplies, Canvas for Quest Murals & Costume Supplies	Bill #051224--Reimb: Fabric for costumes Materials for costumes Supplies for masks Costume fabric Headpiece Supplies Canvas for Quest Murals & Costume Supplies	414.11	Bill Payment
9506627	East Bay Innovation Academy (EB 9121-4419	Herff Jones, Inc.	8862	5/20/24	Cust# 04106628111; Cover	Bill #1222869--Cover	360.10	Bill Payment
9506628	East Bay Innovation Academy (EB 9121-4419	Julia Morgan School for Girls	8863	5/20/24	Sports officiating and venue fees 2 Basketball games on 01-23-2024	Bill #WC0001891--Sports officiating and venue fees 2 Basketball games on 01-23-2024	90.00	Bill Payment
9506629	East Bay Innovation Academy (EB 9121-4419	Office Depot	8864	5/20/24	Acct# 16610744; Supplies	Bill #365596245001--Supplies Bill #365590673001--Supplies Bill #363814648001--Supplies	353.55	Bill Payment
9506630	East Bay Innovation Academy (EB 9121-4419	OnScene Technologies, Inc.	8865	5/20/24	Share911 Software Platform:K-12 Education & Add-ons: Electronic and Voice 911 Notification	Bill #2738--Share911 Software Platform:K-12 Education & Add-ons: Electronic and Voice 911 Notification	1,360.00	Bill Payment
9506631	East Bay Innovation Academy (EB 9121-4419	Scoot Education Inc.	8866	5/20/24	Services: 05/06 - 05/10/24	Bill #79411--Services: 05/06 - 05/10/24 Bill #79452--Services: 05/06 - 05/10/24	11,711.00	Bill Payment
9506632	East Bay Innovation Academy (EB 9121-4419	ChildCare Careers, LLC	8867	5/20/24	BA Only 04/29 - 05/03/24	Bill #712448--BA Only 04/29 - 05/03/24	3,275.00	Bill Payment
9506633	East Bay Innovation Academy (EB 9121-4419	The Phillips Academy	8868	5/20/24	EC Tuition & Individual Counselling Therapy: April 2024	Bill #2023-2024.303--EC Tuition & Individual Counselling Therapy: April 2024	5,810.43	Bill Payment
9506634	East Bay Innovation Academy (EB 9121-4419	Wells Fargo Vendor Financial Ser	8869	5/20/24	Cust# 1055852811; Leasing of Lanier Copier for US & LS; 04/29 - 05/28/24	Bill #5029703095--Leasing of Lanier Copier for US & LS; 04/29 - 05/28/24	292.16	Bill Payment
9540132	East Bay Innovation Academy (EB 9121-4419	Wells Fargo	DB05202	5/20/24	DB052024; Pymt to CC 6442		9,709.12	Check
9540133	East Bay Innovation Academy (EB 9121-4419	Wells Fargo	DB05202	5/20/24	DB052024A; Visa CC pymt		882.60	Check

9543039	East Bay Innovation Academy (EB 9121-4419	Amazon Capital Services	8870	5/29/24	Acct #A1GDQTYJDVQHA0; Supplies	Bill #17N7-GFR6-YPJ4--Supplies Bill #11PQ-37PD-67WT--Supplies Bill #1HQG-9M4V-LXHW--Supplies Bill #1QHG-143D-J7DY--Supplies	742.34	Bill Payment
9543040	East Bay Innovation Academy (EB 9121-4419	AT&T	8871	5/29/24	Acct# 9391066883; Internet Service 04/16 - 05/15/24	Bill #000021719367--Internet Service 04/16 - 05/15/24	639.92	Bill Payment
9543041	East Bay Innovation Academy (EB 9121-4419	Beehively	8872	5/29/24	Beehively Web Invoice (July - September 2024)	Bill #2024-0186--Beehively Web Invoice (July - September 2024)	720.00	Bill Payment
9543042	East Bay Innovation Academy (EB 9121-4419	Get Empowered	8873	5/29/24	INV#GE-EBIA052024; AfterSchool Hip Hop and Mural Class: 05/01 - 05/23/24	Bill #GE-EBIA052024--AfterSchool Hip Hop and Mural Class: 05/01 - 05/23/24	1,268.00	Bill Payment
9543043	East Bay Innovation Academy (EB 9121-4419	Lina's Janitorial Services	8874	5/29/24	Janitorial Service for US & LS (May 2024)	Bill #63--Janitorial Service for US & LS (May 2024)	12,000.00	Bill Payment
9543044	East Bay Innovation Academy (EB 9121-4419	Marin By the Bay, LLC	8875	5/29/24	PO#4021: Summer APSI Training: 07/08 - 07/11/24	Bill #24063--Summer APSI Training: 07/08 - 07/11/24	875.00	Bill Payment
9543045	East Bay Innovation Academy (EB 9121-4419	PG&E	8876	5/29/24	Account No 4052865603-2; Gas and Electrical due by 06/03/24	Bill #051624--Gas and Electrical due by 06/03/24	3,976.21	Bill Payment
9543046	East Bay Innovation Academy (EB 9121-4419	Project Lead The Way	8877	5/29/24	PLTW Computer Science Participation-2024/2025	Bill #443910--PLTW Computer Science Participation-2024/2025	2,200.00	Bill Payment
9543047	East Bay Innovation Academy (EB 9121-4419	Scoot Education Inc.	8878	5/29/24	Services: 05/13 - 05/17/24	Bill #80485--Services: 05/13 - 05/17/24 Bill #80565--Services: 05/13 - 05/17/24	13,273.00	Bill Payment
9543048	East Bay Innovation Academy (EB 9121-4419	TechaBee, Inc.	8879	5/29/24	Enterprise Services; 07/01 - 09/30/24	Bill #2024-096--Enterprise Services; 07/01 - 09/30/24	9,000.00	Bill Payment
9543049	East Bay Innovation Academy (EB 9121-4419	The Big Apple Cafe	8880	5/29/24	Lunch Box & Delivery Fee	Bill #401206--Lunch Box & Delivery Fee	463.80	Bill Payment
9543050	East Bay Innovation Academy (EB 9121-4419	ChildCare Careers, LLC	8881	5/29/24	BA Only & 30 Day Permit: 05/06 - 05/10/24	Bill #714517--BA Only & 30 Day Permit: 05/06 - 05/10/24	2,342.36	Bill Payment
9543051	East Bay Innovation Academy (EB 9121-4419	TNTP, Inc	8882	5/29/24	grades 6-12 have access to high-quality academic & The Opportunity Myth.	Bill #CINV24057065--grades 6-12 have access to high-quality academic & The Opportunity Myth.	37,461.00	Bill Payment
9543052	East Bay Innovation Academy (EB 9121-4419	Vision Service Plan - (CA)	8883	5/29/24	Client ID: 30050552; Vision Plan June 2024	Bill #820517455--Vision Plan June 2024	429.34	Bill Payment

Hertz Furniture
Experts by Design

Quote #: 706372
Prepared on: 05/31/2024 4:29 pm

Quote

Thank you for allowing Hertz to quote your furniture. This quote is valid for 15 days.
When you are ready to place your order, please sign the final page and return this entire document to me.
Please let me know if you have any questions.

Quote for delivery to:

East Bay Innovation Academy
Charlie Noel
3400 Malcom Ave
Oakland, CA 94605

510 526 1271

✓ **Please check this box to confirm the delivery address is correct.**
(If it's incorrect, please click Decline at top right and mention this as the reason for declining)

Questions? Please Contact...

CA Regional Sales Manager

Dustin DuBurg
dustin@hertzfurniture.com
O: 800-526-4677 x1156

Customer Support Rep

Dee Caso
Dee@hertzfurniture.com
ext. 1104

Quote Details

Innovation Collaborative Classroom Desk - Hard Plastic
Model #INN-2000
Frame Color: TBD
Desktop Color: TBD
Glide Inserts: Nylon Cap

$165.095/unit
Qty. 235
$38,797.33

Notes:

Pricing Per Contract

Contract Name/Number: BuyQ BQ-SS-003

Liftgate Delivery Charge With Notification Before Delivery **$0.00**

© 2024 Hertz Furniture. All Rights Reserved.
170 Williams Dr. Ramsey, New Jersey 07446

Quote #: 706372
Prepared on: 05/31/2024 4:29 pm

Quote billing address:

East Bay Innovation Academy
Charlie Noel
3400 Malcolm Ave
Oakland, CA 94605
510-526-1271

Subtotal:	$38,797.33
Taxes:	$3,976.73
Total:	**$42,774.06**

THANK YOU FOR THE OPPORTUNITY TO QUOTE YOUR FURNITURE.

© 2024 Hertz Furniture. All Rights Reserved.
170 Williams Dr. Ramsey, New Jersey 07446

Hertz Furniture
Experts by Design

Quote #: 706372
Prepared on: 05/31/2024 4:29 pm

Terms and Conditions

We do our best to make sure that your order is correct. Please review this order to confirm that the model number, color, quantity, size, and price are all correct. If all the information is accurate, please sign and return to me by email. If there is a discrepancy, please call Dustin DuBurg at 800-526-4677 x1156 so that we may correct the error and process your order.

1. **Know Your Shipping Methods:**
    a. **Tailgate delivery** - The truck driver is only responsible to move the furniture to the tailgate (back) of the truck. You are responsible to unload the furniture from the truck and carry it into your building.
    b. **Liftgate Delivery*** - Recommended for heavier or larger shipments. A liftgate (a steel elevator-like platform at the end of the truck) is used to lower the merchandise off the truck down to the street level, so you don't have to do it yourself.
    c. **Assisted Inside Delivery*** - The truck driver will help you offload the goods from the truck and bring them into the first dry area of your building.
    d. **Notify Before Delivery**** - When a shipment is ready to ship, the trucking company will call you within approximately 24 hours to arrange for a convenient time for the delivery

    ***Liftgate Delivery and Assisted Inside Delivery are available for an additional charge. If you do not order these services in advance and then request them from the freight company at the time of delivery, or if a redelivery will be required, you will be responsible for any additional charges incurred.**

    ****Notify Before Delivery is available for an additional charge. Unless you request this service, you will not be notified about the delivery ahead of time. If you're not available to accept the delivery, you will be responsible for redelivery charges.**

2. **Steps to take at time of delivery to protect against loss or damage:**
    a. **Verify count** - Make sure you are receiving as many cartons as are listed on the delivery receipt. If any shortage is discovered, note exactly how many cartons are short on the carrier's delivery receipt and have the driver note the shortage on your copy.
    b. **Carefully examine each carton for damage** - If damage is visible, note this fact on the delivery receipt and please be specific with your notations (for example, cartons crushed or carton has a hole in it). If the cartons are severely damaged, do not accept the shipment. The customer has a right to accept partial shipments and refuse the remaining damaged units. If a carton has appearances that the contents inside may possibly be damaged, insist that it be opened right at that time, and both you and the driver should make a joint inspection of the contents. Any such concealed damage should likewise be noted on the delivery receipt and on your copy. Be sure to retain your copy. Hertz Furniture should be advised immediately. Please contact our Customer Service department at 800-526-4677 option 4.
    c. **Immediately after delivery, open all cartons and inspect for concealed damage** - Even though the driver has already left, all cartons should immediately be opened, and the contents inspected for possible concealed damage. Hertz Furniture will only accept responsibility for damage reported within 5 days from delivery.

© 2024 Hertz Furniture. All Rights Reserved.

Hertz Furniture
Experts by Design

Quote #: 706372
Prepared on: 05/31/2024 4:29 pm

3. **Steps to take when visible or concealed damage is discovered:**
    a. **Retain damaged items** - Not only must damaged items be held at the point where they are received, but the cartons and all inner packing materials must be held until an inspection is made by a carrier inspector.
    b. **Report concealed damage to Hertz Furniture immediately** upon the discovery of damage that could not have been determined at time of delivery. Failure to report damages within 5 days will affect replacements of the damaged merchandise and the outcome of the claim.
    c. **Document all your correspondence in writing** - Pictures of the damaged cartons as well as their contents are required. This documentation will enable Hertz Furniture to settle the freight claims more efficiently and rapidly.
4. **Document all your correspondence in writing -** Pictures of the damaged containers as well as the contents in the containers are required. This documentation will enable Hertz Furniture to settle the freight claims more efficiently and rapidly.
5. **Steps to take when carrier makes inspection of damaged items:**
    a. **Have damaged items in receiving area** - Make certain the damaged items have not been moved from the receiving area prior to discovery of the damage. Allow the inspector to inspect damaged items, cartons, inner packing materials and freight bill. Be sure to retain your delivery receipt - it will be needed as a supporting document when the claim is filed.
    b. **After the inspector fills out inspection report, carefully read it before signing** - If you do not agree with any facts or conclusions made by the inspector on the report, do not sign it. Unless repairs will be completely satisfactory, be sure the inspector requests replacement on the inspection report.
    c. **Forward your copy of the inspection report and delivery receipt to Hertz Furniture** - Call our Customer Service department at 800-526-4677 option 4 for further instructions. A freight claim will be filed on your behalf. Should you choose to do so, you may file your own claim. Hertz Furniture will take no responsibility should your claim be declined.
6. **Steps to take after inspection has been made:**

    The damaged merchandise must be held in original cartons - Hertz Furniture will advise you of the disposition of the damaged unit when the claim is settled. The customer must make the product available for salvage pick up.
7. **Order Cancellation:**

    An order may be canceled, but only before the order has been sent to production. In some cases, cancellations can be accepted even after the order is in production, but additional fees (restocking and/or cancellation) will be billed to your account.

    If the order has already shipped, we can no longer cancel the order.

    To confirm that your order has been canceled, we will send you a cancellation notice. Only then will the cancellation be in effect.

    Custom orders (including many upholstered items) are non-cancelable.
8. **Returns:**

    A return authorization must be issued before returning any merchandise. A restocking charge, as well as round trip freight charges, will be charged.

    All items must be in the original carton, unassembled and unused. Please note that returns cannot be made after the product has been assembled. Custom orders are non-returnable. Many products (e.g. upholstered items) are considered custom items and are non-returnable. Please call us at 800-526-4677 for details.

    Returns cannot be made after 30 days.

© 2024 Hertz Furniture. All Rights Reserved.

Quote #: 706372
Prepared on: 05/31/2024 4:29 pm

9. Payment:

Payment is due 30 days after the date of invoice, less any amount requested by Hertz Furniture as a deposit at time of order. The customer is required to pay for products received, but not for products that are on backorder.

Delinquent accounts are subject to a 1.5% monthly interest fee and in accordance with the Halachic Guidelines of Heter Iska and shall pay all collections costs. If Hertz Furniture is required to initiate any legal proceedings to enforce collection of the sums due from customer, the prevailing party in such litigation shall be entitled to recover its attorney's fees and costs incurred therein.

The invoice is due and payable in Ramsey, Bergen County, New Jersey. Jurisdiction for all legal issues will be the court system of the State of New Jersey.

Hertz Furniture reserves the right to make any and all changes to its website at its sole discretion without notice to the User. Hertz Furniture reserves the right to deny access to its website to anyone at any time. This Agreement shall be deemed to include all other notices, policies, disclaimers, and other terms contained in its website; provided, however, that in the event of a conflict between such other terms and the terms of this Agreement, the terms of this Agreement shall control.

This Agreement is governed by the laws of the State of New Jersey, USA, without reference to conflicts of laws provisions. User consents to the exclusive jurisdiction and venue of courts in Bergen County, New Jersey, U.S.A. in all disputes arising out of or relating to this agreement or use of the website. Use of the website is unauthorized in any jurisdiction that does not give effect to all provisions of these terms and conditions, including without limitation this paragraph.

Any rights not expressly granted herein are reserved.

I have read, understand, and accept this Quotation set forth above and the terms and conditions attached hereto. I further understand that, by signing and returning to Hertz Furniture a copy of this Quotation, CUSTOMER is entering into a contract with Hertz Furniture Systems, LLC (dba Hertz Furniture) to purchase the items set forth in this Quotation on the terms set forth herein and in the "Terms and Conditions" set forth herein and is further granting to Hertz Furniture Systems, LLC a lien on the items set forth in this Quotation as collateral for the obligations of CUSTOMER pursuant hereto, including payment to Hertz Furniture Systems, LLC, and consents to Hertz Furniture Systems LLC's filing of a UCC-1 Financing Statement with the appropriate governmental agency to perfect said lien.

CUSTOMER

East Bay Innovation Academy
Charlie Noel
3400 Malcolm Ave
Oakland, CA 94605
510-526-1271

Quote # 706372

Signature:	Miranda Thorman	Name:	Miranda Thorman
Date:	06/06/2024	Title:	Executive Director
Phone #:	510-577-9557	Email:	miranda.thorman@eastbayia.org

© 2024 Hertz Furniture

Version 2022.05.03

© 2024 Hertz Furniture. All Rights Reserved.
170 Williams Dr. Ramsey, New Jersey 07446

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Revolution Foods, PBC and East Bay Innovation Academy

This addendum made on _____/_____/_____between **Revolution Foods, PBC.**, and **East Bay Innovation Academy**, is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. **Addendum Purpose**
   This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2024 ending on June 30, 2025 The terms and conditions of the original Base Year service agreement and all subsequent renewals remain in effect and are applicable to this contract renewal.

2. **Pricing**

   In consideration of the premises and mutual agreements contained in this Renewal, the Parties agree as follows:

Meal Type	2024-25 Price Per Meal
Breakfast	**$2.90**
Lunch	**$4.31**
Supper	**$4.31**

Additional Ordering Options – Non Required

1. Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans[1]
   Breakfast: $ 3.50 Lunch: $ 5.00

2. Soy Milk – non medically needed: $ 0.80 (sold by case only, case size varies)
3. 3rd Party Pizza Meal Options: $0.56 per lunch
4. Onsite BBQs for Lunch: $0.64 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): $ .50 per meal, sold in kits of 50 count
6. National Commodity Processor Fee: 10% of creditable commodity usage

East Bay Innovation Academy and Revolution Foods hereby mutually exercise the option to renew the service agreement.

Name & Title of SFA Representative	Telephone Number
Mailing Address	

[1] Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.

Signature	**Date**
Name & Title of Revolution Foods Meals Representative Steven Holguin, Vice President of Business Development	**Telephone Number** (323) 838-5555
Mailing Address 5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature	**Date**

East Bay Innovation Academy

Internet and Device Acceptable Use Policy

(Students/Parents)

Updated June 2024

Contents

INTRODUCTION 3

GENERAL PRINCIPLES OF ACCESS 3

TECHNOLOGY TEAM RESPONSIBILITIES 4

LIMITATION OF LIABILITY 4

FILTERING 4

REGULATIONS OF ACCESS..... 6

E-MAIL POLICY 11

DEVICE USE 12

CYBERBULLYING 13

INTRODUCTION

Although it is a long and detailed policy, it is very important that you read it thoroughly because it explains everything you need to know about using the Internet, computers and other devices at East Bay Innovation Academy. It is your responsibility to use the Internet in ways that follow and support this policy.

If you know the behaviors and limits set out in this policy, you will become a successful electronic user at school. And all electronic usage throughout East Bay Innovation Academy, including the things you do on a day to day basis, will be governed by this policy document. Your use - or misuse - of any electronics while at school will be interpreted according to this policy.

If you have any questions about the expectations set out in this document, please contact the Director of Operations.

GENERAL PRINCIPLES OF ACCESS

East Bay Innovation Academy (EBIA) provides access to the Internet, including access to e-mail, for its schools, faculties, students, and guests. (Guests include but are not limited to parents, student teachers, temporary employees, parent volunteers, and other school volunteers.) All Internet access, including the use of e-mail, occurs through the use of EBIA's system.

This Internet and Device Acceptable Use Policy governs all electronic activity, including e-mail and access to the Internet, which is undertaken by EBIA faculties, students, and parents/guardians either in their official EBIA capacity or as part of the educational, instructional or extracurricular programs connected to the EBIA. No EBIA faculty member, student, guest or parent/guardian may engage in activities prohibited by this policy, whether through the EBIA's Internet service or through any other Internet Service Provider, for whatever reason. Parents are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the school's teacher and administrators. All use of the Internet will be governed by this policy.

TECHNOLOGY TEAM RESPONSIBILITIES

The Head of School and Director of Operations are responsible for the dissemination of this Internet and Device Acceptable Use Policy and they will work to enforce this policy.

EBIA reserves the right to revise this Internet and Device Acceptable Use Policy, as it deems necessary, and it will always post the current policy on each website as notice to users of any revisions.

LIMITATION OF LIABILITY

1) EBIA makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the EBIA system will be error-free or without defect. EBIA will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. EBIA is not responsible for the accuracy or quality of the information obtained through or stored on the system. EBIA will not be responsible for financial obligations arising from a user's unauthorized use of the system.
2) Users will indemnify and hold EBIA harmless from any losses sustained by EBIA as a result of intentional misuse of the system by the user.

FILTERING

EBIA has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful content on the Internet. Filtering technology is not perfect and therefore, may in effect interfere with legitimate educational research. No filtering software is one hundred percent effective and occasionally fails. In the event that the filtering software is unsuccessful and children gain access to inappropriate and/or harmful material, EBIA and individual school sites will not be liable.

Families may wish to see how the EBIA filter system guidelines adhere to the US Congress enacted CIPA guidelines, with rules updated to 2011:

- http://www.fcc.gov/guides/childrens-internet-protection-act

The filter is set at the most restrictive setting in restricting access to Internet sites that may contain interactive chat or mail or information regarding:

- Sex acts
- Sex attire
- Sex/nudity
- Sex/personal
- Basic sex education
- Advanced sex education
- Sexuality
- Sports
- Gambling
- Pornography
- Hacking
- Proxy avoidance
- Addictions
- Forums
- Social Networks
- Violence
- Streaming Music
- Non Academic Videos
- Illegal Drugs
- Weapons
- Criminal Activity
- Chat
- Hate and Intolerance

REGULATIONS OF ACCESS

Important Consequences of Access

EBIA will always cooperate fully with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the EBIA system.

Internet access is a privilege, not a right, and all students should be aware that EBIA may revoke Internet access for any reason. If a student's access is revoked, EBIA will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

It is very important for students and families understand that violations of this Internet and Device Acceptable Use Policy DO count as disciplinary actions. All violations of this policy will be addressed according to the graduated discipline plan. Students and their families WILL have to meet specific concerns related to the violation and cooperate with the school to help the student acquires the specific behaviors necessary to behave appropriately on an electronic network.

Privacy

It is important that all users of the EBIA system understand that there is no expectation of privacy on this system.

EBIA reserves the right to monitor the use of the Internet through its system, at all times. EBIA will collect and store information about usage which includes, but may not be limited to, the date and time a user visits the site and information about the user's activities while online. Any information gathered is obtained solely for the purpose of improving EBIA services and providing the system with statistical information to assist in improving teaching and learning by teachers and students respectively. Except as otherwise provided in this Internet and Device Acceptable Use Policy, that EBIA will not use cookies to gather personal identifying information about any of its users. (Cookies are computer programs that allow EBIA, among other things, to verify whether a visitor is an authorized user of the EBIA system and that store information about a user on a computer hard drive or disk.) Personal identifying information includes, but is not limited to, names, home addresses, e-mail addresses and telephone numbers.

As required by the Children's Internet Protection Act ("CIPA"), EBIA will monitor students' online activities. Such monitoring may lead to discovery that the user has violated or may be

violating, EBIA Internet and Device Acceptable Use Policy, the student handbook, or the law. EBIA also reserves the right to monitor other users (e.g., non students) online activities.

EBIA reserves the right to employ and review the results of software that searches, monitors and/or identifies potential violations of the Internet and Computer Acceptable Use Policy.

Users should be aware that their personal files may be discoverable in court and administrative proceedings and in accordance with public records laws.

System users should have no privacy expectation in the contents of their personal files and records of their online activity while on the EBIA system. EBIA does not encourage users to store personal data on the EBIA system - EBIA cannot be responsible for the loss or damage of such data.

Parental Notification and Responsibility

Where appropriate, EBIA will provide students and parents with guidelines and instructions for student safety while using the Internet.

EBIA Internet and Device Acceptable Use Policy contains restrictions on accessing inappropriate material. However, there is a wide range of material available on the Internet, some of which may or may not fit the particular values of the students. While student use will be supervised and logged, it is not practically possible for EBIA to monitor and enforce a wide range of social values in student use of the Internet. Further, EBIA recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. EBIA strongly encourages parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through EBIA system.

Access

Students will generally be provided with Internet access. This document describes the terms of that access. In addition, a school may decide to create a written agreement or "compact" with parents that expands the terms and responsibilities of the student, parent and school in further detail. However, that written agreement may not permit any Internet or e-mail activity prohibited by this Internet and Device Acceptable Use Policy, and it may not prohibit any such activity permitted by this Policy.

Limitations on Internet Usage

Personal Safety Violations for Students

EBIA strongly recommends that all students follow the two guidelines below, at all times: i) students do not post or transmit photographs or personal contact information about themselves or other people. ii) Students do not agree to meet with someone they have met online.

EBIA does require that student users promptly disclose to their mentor or other school employee any electronic message they receive that is inappropriate or makes them feel uncomfortable.

Illegal Activities

All students need to be aware that engaging in any of the following illegal activities will result in disciplinary action.

Users shall not attempt to gain unauthorized access to the EBIA system or to any other computer system through the EBIA system, or go beyond their authorized access. This prohibition includes intentionally seeking information about passwords belonging to

other users, modifying passwords belonging to other users, illegally obtaining wireless passkeys, or attempting to log in through another person's account. Further, users may not attempt to access, copy, or modify another user's files. These actions are not permitted and may be illegal, even if only for the purposes of "browsing."

Users shall not attempt to subvert network security, impair the functionality of the network or bypass restrictions set by network administrators. Users are also prohibited from destroying data by spreading computer viruses or vandalizing data, software or equipment.

Users shall not use the EBIA system to engage in any other illegal act, such as arranging for a drug use or sale, engaging in criminal gang activity, threatening the safety of a person, etc.

Users shall not use the EBIA system to download illegal music, books, video, and software without payment to the originator.

User shall not use software applications that have a continuous connection to the internet that is streaming steadily and consuming large amount of internet bandwidth (e.g. bit-torrent, etc) for the purpose of obtaining illegal content.

System Security Violations

Users are responsible for the use of their individual account if applicable and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person, except that mentors and/or teachers may require users to provide their passwords.

Student users will immediately notify a teacher if they identify a possible security problem (such as disclosure of their password to another person) and other users will immediately notify the technology team. No users will go looking for security problems, because this may be construed as an illegal attempt to gain access.

Inappropriate Language

All students should be aware that using inappropriate language electronically can be damaging to others and may lead to disciplinary action.

1) Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
2) Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, abusive or disrespectful language.
3) Users will not post information that could interfere with the educational process or cause a danger of disruption in the educational environment.
4) Users will not engage in personal attacks, including prejudicial or discriminatory attacks.

5) Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
6) Users will not knowingly or recklessly post false or defamatory information about a person or organization.
7) Users should not repost a message that was sent to them privately without permission of the person who sent them the message.
8) Users should not post private information about another person.

Respecting Resource Limits

1) Users will use the system only for educational and professional activities.

2) Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used.

3) Users will not post chain letters or engage in "spamming." Spamming is sending an annoying or unsolicited message to many people, except that an unsolicited message sent by a supervisor, relating to work activity does not constitute spamming.
4) Users will check their e-mail frequently and delete unwanted messages.

5) Users will not send e-mail containing commercial links unless the link is predominantly instructional in nature.

Plagiarism, Copyright Infringement & AI Tools

1) Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

2) Users will respect the rights of copyright owners and not infringe on those rights. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

3) Users will **not** use AI (Artificial Intelligence) including, but not limited to, chatbots or other tools that otherwise complete the academic tasks that students are expected to complete on their own. If EBIA becomes aware that student(s) have used these tools inappropriately the student(s) involved will be subject to the consequences associated with plagiarism according to the EBIA handbook.

Access to Inappropriate Material

1) Users will not use the EBIA system to access material that is profane or obscene (e.g., pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (e.g., hate literature). For students, a special exception may be made if the purpose is to conduct research and is approved by the teacher.
2) If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy.

Other

1) Users will not use the Internet for advertising, promotion, commercial purposes or similar objectives.
2) Users will not use the Internet to conduct for-profit business activities or to engage in religious activities. Users are also prohibited from engaging in any non-governmental related fund raising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes. EBIA is not responsible for this or any other commercial activity users engage in.

E-MAIL POLICY

Email resources are available to all EBIA users. Every individual assigned a EBIA email address will have the responsibility to use this resource in an efficient, effective, ethical and lawful manner. The following actions are prohibited:

Email Acceptable Use Guidelines

“Acceptable” e-mail activities are those that conform to the purpose, goals, and mission of EBIA and to each user's job duties and responsibilities. Users shall have no right to privacy while using EBIA internet or e-mail system. E-mail may not be used for personal purposes during working hours, except that users may engage in minimal e-mail activities for personal purposes, such as family correspondence, if the use does not diminish the employee's productivity, work product, or ability to perform services for EBIA.

“Unacceptable” use is defined generally as activities using EBIA hardware, software, or networks at any time that does not conform to the purpose, goals, and mission of EBIA and to each user's job duties and responsibilities. The following list, although not inclusive, provides some examples of unacceptable uses:

1) Opening unknown e-mail attachments or introducing computer worms or viruses.

Users are prohibited from performing any activity that will or may cause the loss or corruption of data or the abnormal use of computing resources (degradation of system/network performance).

2) Using e-mail services for private commercial or business transactions and any activity meant to foster personal gain.
3) Conducting non-EBIA fund raising or public relations activities such as solicitation for religious and political causes or not-for-profit activities.
4) Transmitting threatening, offensive harassing information (messages or images) containing defamatory, abusive, obscene, pornographic, sexually oriented, racially offensive, or otherwise biased, discriminatory, or illegal material.
5) Attempting to subvert network security, impair functionality of the network, or bypass restrictions set by the network administrators. Assisting others in violating these rules by sharing information or passwords.
6) Distributing "junk" mail, such as chain letters, advertisements, or unauthorized solicitations.

REMINDER: EBIA reserves the right to examine any/all e-mail or Internet correspondence for security and/or network management purposes.

Violation of this e-mail policy may result in disciplinary action.

DEVICE USE

The device resources of EBIA are available to authorized students and parents for educational, research, and administrative purposes. In order to maintain this policy, it is essential that the users themselves observe reasonable standards of behavior regarding the use of the devices.

Prohibited Actions

The following actions are prohibited:

- Any attempt to modify or damage device equipment
- Any attempt to modify or damage device, network, or software
- Any attempt to modify the original system configurations
- Improper use of the device equipment
- Installation of non-academic games on EBIA systems
- Recreational game playing
- Unauthorized use of an EBIA account belonging to another user
- Unauthorized reading, use of, or deletion of private files or email belonging to another user
- Sharing username and passwords with other users or any other person

- Any attempt to circumvent (hacking/bypass) system protection and security features
- Knowingly using any system to produce system failure or degrade performance
- Engaging in unauthorized duplication, alteration or destruction of data, programs or software
- Transmitting or disclosing data, programs or software belonging to others or duplicating copyrighted materials
- Use of device resources for private purposes, including, but not limited to, the use of device resources for profit making or illegal purposes

EBIA reserves the right to investigate any of the above abuses, as well as any other interference with the proper functioning of the EBIA network or infringements upon another user's rights. Any violation will result in disciplinary action.

Devices Stay on Premises

Chromebooks are for use on School premises only at the Lower School. Students are issued a charging station for chromebook storage and are expected to manage battery use and charging throughout the day. Students at the Upper School will be required to take their Chromebooks home and are responsible for charging their devices overnight.

Chromebooks must be checked into the assigned charging station each evening and are not allowed to leave the premises.

An audit of the chromebook room will occur as part of the closing procedures each school day. If a student's chromebook is not checked into the charging station, they will receive a warning. Should check-in be missed a second time, a note will be sent home. Should chromebook check in be missed 3 times, the student's chromebook will become part of the classroom loaner pool and the student will lose use of a personally assigned chromebook for the remainder of the
semester.

Broken Chromebooks

Each student is responsible for the proper use and care of the Chromebook assigned to them and for supporting the school community in the same. **Regardless of how the damage is caused, students and their families will be responsible for paying for the repair or working with the school to ensure a proper consequence is provided**. Specific dollar amounts will be provided in the annual student tech contract.

Each classroom has a small number of loaner chromebooks available for student use while chromebook repairs and community services are happening.

Once service is complete the chromebook will be re-issued to the student.

CYBERBULLYING

Bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant is prohibited. California anti-bullying laws is enforced by the following: California Education Code 32261- 32262, 32265, 32270, 35294.2, and 48900

These actions are prohibited:

- Flaming
- Denigration also known as "dissing
- Bash boards
- Impersonation
- Outing
- Trickery
- Exclusion
- Harassment
- Happy slapping
- Text wars or attacks
- Negative Online polls
- Sending malicious codes
- Griefing

Users should always use net etiquette (network etiquette) when posting or replying on the internet. Always be kind, have common courtesy, and be considerate to others. Displaying online social behaviors that model good cyber citizenship is emphasized and encouraged.

Coversheet

Local Control Accountability Plan Review and Approval

Section: III. Approve Local Control and Accountability Plan
Item: A. Local Control Accountability Plan Review and Approval
Purpose: Vote
Submitted by:
Related Material:
2024_Local_Control_and_Accountability_Plan_East_Bay_Innovation_Academy_20240610 (1).pdf
EBIA-LCAP BOP-JW-20240607.pdf
2024_Local_Indicator_Self-Reflection_of_2023-24_Indicators_East_Bay_Innovation_Academy_20240608.pdf

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2024-25]

General Information

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

EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Most traditional public schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond in order to ensure that 100% of our students are college and career ready. Further, we believe that this focus on 21st century skills will work to eliminate the opportunity gap that exists between various demographic groups system wide.

In order to end schooling “as we know it” for Oakland students, and by developing a coherent learning community that aligns school work with productive life in the global 21st century; EBIA declares the following set of goals:
To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences. To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland. To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:

We believe in POSSIBILITY and PERSEVERANCE: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.

We believe in CREATIVITY and CURIOSITY: we aim to develop students who pursue inquiry collaboratively with critical and creative minds.We value exploration, perspective, and determination.

We believe in COMMUNITY: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students' success. We value relationships, kindness, integrity, and respect.

We believe in the GREATER GOOD: Our school will open students' minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.

We believe in DIVERSITY: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from themselves in all aspects of life.

In the 2023-2024 school year, East Bay Innovation Academy ("EBIA") served students in grades 6 – 12 with approximately 510 students on two campuses. Our students come from every zip code in Oakland representing a diverse and multifaceted community. EBIA maintains a strong CTE linked learning pathway that encompasses our mission, vision and program, through focus on Computer Science and Design Innovation.

Number of Students Enrolled by Grade Level
Grade 6: 96
Grade 7: 78
Grade 8: 107
Grade 9: 62
Grade 10: 79
Grade 11: 53
Grade 12: 32
Total Enrollment: 503

Percent of Total Enrollment by Student Group
Black or African American: 27%
American Indian or Alaska Native: .2%
Asian: 4.5%
Hispanic or Latino: 38.5%
Native Hawaiian or Pacific Islander :
White: 17%
Two or More Races: 9.1%

Not Reported: 3%

Socioeconomically Disadvantaged: 38.26%
English Learners: 9.7%
Students with Disabilities: 18%
Foster Youth: .01%

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

EBIA students improved their performance on the ELA SBAC by 16.8 points, with African American students improving by 3.2 points, Latino students improving by 11.9 points, and Students with Disabilities improving by 22.5 points. Math SBAC also showed overall improvement of 18.8 points, with Latino students improving 3.5 points, English Learners improving by 8.7 points, African American students improving by 16.6 points, and Students with Disabilities improving by 33.1 points. We are pleased to see growth overall, however we must continue to improve in order to move above the standard. Groups of particular concern are English Learners, who's SBAC ELA scores declined by 5.4 points and our Socioeconomically Disadvantaged students, who's ELA SBAC scores declined by 4 points and Math SBAC scores maintained at -2 points.

We are particularly proud of our college and career metrics. 90.3% of our 2023 seniors met the "Prepared" criteria on the Dashboard, including 89.7% of our Socioeconomically Disadvantaged students and 69.2% of our Students with Disabilities. Our graduation rate was 98%, an increase of 6.6%. This included 100% of our Latino students, 96.6% of our Socioeconomically Disadvantaged students, and 92.3% of our Students with Disabilities. In addition, our A-G rate completion in 22-23 was 89%, a 5% increase from the 21-22 school year. We are currently on track We are also proud of the 14.8% decline in our Chronic Absentee rate, which led to a 3.4% rate for the 22-23 school year. This decline was seen across all demographic groups.

Our NWEA MAP growth data from the 23-24 school year shows a small percentage of growth across all sub-groups in ELA and Math, with the most significant proficiency growth in ELA in 6th and 7th grades. There was a 9% increase in ELA proficiency for African American and Latino 6th graders in ELA, which we attribute to our 6th grade literacy intervention pilot.

Our Panorama Survey data from Winter 2023 shows a small percentage of growth for grades 6-8 in the categories of support for learning, safety, sense of belonging, and fairness of rules. While there is growth, our school is below the 40th percentile when compared to other schools nationally in these metrics, indicating a need to continue to work on building a positive culture. There were higher rates of growth for students in 9-12 grades, particularly in their sense of school safety, which increased by 19%. There were also increases in support for learning and fairness of rules. In these categories our school is above the 40th percentile when compared nationally. The one area of decline as sense of belonging, which will be an area of focus moving forward.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/a

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/Staff	Staff surveys; meetings with individual staff members; meetings with teacher union representatives
Administrators	Meetings; team data analysis including academic data, Panorama survey data, data gathered through student shadows
Vision Committee - teachers and administrators	Convened committee of representative teachers and school administrators to gather data through empathy interviews, family survey, learning rounds, and other data. The vision committee analyzed data and shared data with staff for feedback.
Families	Solicited feedback in Parent Advisory Council meetings, family surveys, town hall meeting to share draft LCAP goals and actions
Board Members	Presented draft LCAP goals and actions for feedback
Students	Panorama survey; student focus groups, empathy interviews; student shadow by administrators

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from educational partners influenced the LCAP by identifying priorities for growth, including areas of strength we can build on and areas of challenge that need greater focus. In particular, the data collection work of the Vision Committee helped to better understand the trends we see in the Panorama survey and testing data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students are engaged in high quality, rigorous curriculum and instruction that meets them where they are and supports them to achieve their goals.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our students and families are clear that their educational opportunities at EBIA should focus on supporting them to succeed in the college and/or careers of their choice once they graduate. We know that in order to maintain our current graduation rate of 98%, all of our students must have access to high-quality, grade-level appropriate curriculum at each grade level from 6th-12th grade so that they can build the skills necessary to succeed. Our current student assessment data on NWEA MAP and SBAC shows that we need to do more to make sure the students who are not yet demonstrating proficiency in Literacy and Numeracy are not making sufficient growth during their time at EBIA. In particular, we need to support our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students to ensure that they are all reaching proficiency and are prepared for success. In addition we want to decrease the proficiency gap between our White students and our African American and Latino students. We believe that investing in high quality Tier 1 instructional practices and curriculum, providing Tier 2 intervention time and resources, and a strong full-inclusion support for our Students with Disabilities will help us achieve our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers fully credentialed and appropriately placed and correctly assigned Source: SARC	66% fully credentialed, appropriately placed, and correctly assigned.			85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Baseline: 23-24 school year Source: CALSAAS				
1.2	% teacher vacancies Source: SARC	0 vacancies			0 vacancies	
1.3	Graduation Rate Source: California Dashboard	98% *Baseline: 22-23 school year			98%	
1.4	CAASPP Math: Percent proficient AND Distance from Standard for all students and all statistically significant subgroups Source: California Dashboard	34.98% of students met or exceeded standard Students with Disabilities: 22.73% Socioeconomically Disadvantaged: 14.74% English Learners: 0% African American: 17.65% Latino: 25.64% All students: 51 points below standard Socioeconomically Disadvantaged: 103.9 below standard Students with Disabilities: 135.2 below standard English Learners: 119.5 below standard African American: 103.1 below standard Latino: 75.5 below standard			50% of students met or exceeded standard Students with Disabilities: 37% Socioeconomically Disadvantaged: 30% English Learners: 15% African American: 32% Latino: 40% All students: 10 points below standard Socioeconomically Disadvantaged: 60 Students with Disabilities: 80 English Learners: 70	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Baseline from CAASPP 2023 Source: California Dashboard/SmarterBalance Assessments			African American: 60 Latino: 20	
1.5	CAASPP ELA: Distance from Standard for all students and all statistically significant subgroups AND percent proficient Source: California Dashboard	50% of students met or exceeded standard Students with Disabilities:19.57% Socioeconomically Disadvantaged: 27.66% English Learners: 8.33% African American: 26.19% Latino: 50% All students: 6 points below standard Socioeconomically Disadvantaged: 49 below standard Students with Disabilities: 86.4 below standard English Learners: 76.9 below standard African American: 53.3 below standard Latino: 12.6 below standard			70% of students met or exceeded standard Students with Disabilities: 35% Socioeconomically Disadvantaged: 42%% English Learners: 23% African American: 40% Latino: 75% All students: 6 points below standard Socioeconomically Disadvantaged: 10 below standard Students with Disabilities: 40 below standard English Learners: 30 below standard African American: 20 below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Baseline from CAASPP 2023 Source: California Dashboard/SmarterBalance Assessments			Latino: 0 below standard	
1.6	% of students meeting NWEA MAP growth targets in Reading and Math. Source: NWEA	52nd percentile for growth overall 27% >80% 17% 61st-80% 17% 41st-60th% 14% 21st-40th% 25% 1st-20th%			70th percentile for growth overall	
1.7	Implementation of all adopted standards, including ELD standards and CTE model standards) AND access to broad course of study Source: Local Measures	100%			100%	
1.8	% of students have access to their own copies of standards-aligned instructional materials for use at school and at home Source: Local Measures	100% Source: Local Measures			100%	
1.9	% of ELs who make annual progress in	38.5% making progress Reclassification: 0			60% making progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English fluency as measured by the ELPAC and Reclassification rate Source: California Dashboard/DataQuest	*Baseline: 22-23 school year Source: California Dashboard			Reclassification: 20% each year	
1.10	A-G Completion percentage Source: Local Data	Less than 1% did not complete A-G requirements *Baseline 2023 graduating class Source: Local Data			Less than 1% did not complete A-G	
1.11	CTE Pathway Completion Source: Local Data	92% of 12th graders completed CTE Pathway. *Baseline: 22-23 school year Source: Local Data			100% of 12th graders complete CTE Pathway	
1.12	Dual Enrollment course offerings, enrollment, and successful completion Source: Local Data	1 offering 23-24 school year 53 students enrolled (100% 12th grade) Source: Local Data			4 offerings 60% students enrolled 100% successful completion	
1.13	% of students receiving 3 or higher on AP exams AND number of AP courses offered Source: College Board	62% of students received a 3 or higher on AP exams 9 courses offered *Baseline: 22-23 school year Source: College Board			80% 10 courses offered	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	% of graduates accepted into a 4-year college Source: Local Data	93% graduates accepted into a 4-year college. *Baseline: 23-24 school year Source: Local Data			95% graduates accepted into 4-year college.	
1.15	% of students meeting "prepared" criteria for college and career readiness. Source: California Dashboard	90% *Baseline from 22-23 school year Source: California Dashboard			95%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Ensure that all students have access to high quality Tier 1 instruction.	Provide all students with high quality Tier 1 instruction from properly credentialed teachers. Ensure all teaching positions are filled with a credentialed teacher. Provide regular instructional coaching to all teachers, with more frequent coaching for teachers new to EBIA. Provide weekly Professional Development and time for Professional Learning Communities to deepen and improve instructional practices.	$2,890,891.00	No
1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	The LEA will continue to provide students access to high quality materials, both teacher-created and adopted. We will expand our math curriculum pilot of Open Up Resources curriculum from 6th grade to 6th-10th grade. We will continue work begun in 22-23 with TNTP to evaluate our curricular materials to ensure that all materials offer access to grade-appropriate rigor and will continue to implement updates to curriculum.	$13,500.00	No
1.3	Support all students to graduate A-G eligible, with support to enroll in college and/or pursue the career path of their choice.	Maintain college and career preparedness staffing. Continue to implement CTE Pathway in Computer Science and Design and pursue Gold Standard CTE Certification by fully integrating our Pathway into our 9-12 courses. Provide additional support for Students with Disabilities in their CTE courses with an additional Instructional Aide position. Maintain our AP for all program by continuing to support teachers with AP training and look to expand our AP offerings. Increase our dual enrollment opportunities and support for students in dual enrollment courses with a support staff member.	$369,505.00	No
1.4	Provide Tier 2 and 3 support to students who need additional	Provide Tier 2 literacy and numeracy support during Independent Learning Time using Lexia (literacy) and Zearn (math), in addition to individual and small group instruction with teachers, Education Specialists, and Instructional Aides. We will also allocate .2 funding for one of our	$119,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instruction or support to be successful.	Education Specialists to provide English Language Development support to students who are English Learners.		
1.5	Strong full-inclusion Special Education model.	Continue to implement and maintain a strong full-inclusion Special Education model that supports students with IEPs both in and out of the classroom. Provide additional support and accommodations for students with 504 plans.	$1,010,621.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build and sustain a positive school culture that supports a strong culture of learning both in and out of the classroom.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We have developed this goal in response to a wide range of data, including the Panorama survey, internal family and student surveys, and the work of our Vision Committee and School Leadership Team, including student and staff empathy interviews, student shadow days, and instructional rounds. While we have seen some growth over the past two years in student survey responses regarding feelings of safety and belonging, our school falls below national averages and students and families often raise concerns about feelings of safety and belonging in our schools. In addition, our teachers and leadership team members see a need for greater consistency and structure in and out of classrooms to support positive behavior and greater engagement. We have worked to build positive culture activities for students, including advisory and school-wide activities and would like to continue to grow that program to increase student engagement and joy. We have seen significant success in the decline of our Chronic Absentee rate and our strong ADA, however we want to continue to work to ensure that student experience on campus is postiive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absentee Rates for all students and all numerically significant subgroups Source: California Dashboard	3.4% Latino: 3.4% Two or More Races: 4.8% Socioeconomically Disadvantaged: 5.6% Students with Disabilities: 4.3% White: 4.8% African American: 2.5%			2% Latino: 2% Two or More Races: 2% Socioeconomically Disadvantaged: 2% Students with Disabilities: 2% White: 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*22-23 school year Source: California Dashboard			African American: 2%	
2.2	Suspension Rates for all students and all numerically significant subgroups Source: California Dashboard	4.8% Students with Disabilities: 12.9% Latino: 6.3% Two or More Races: 2.5% Socioeconomically Disadvantaged: 6.7% White: 4.8% African American: 4.7% *22-23 school year Source: California Dashboard			2% Students with Disabilities: 4% Latino: 3% Two or More Races: 1% Socioeconomically Disadvantaged: 3% White: 2% African American: 2%	
2.3	Average Daily Attendance Source: Attendance Reports	96% 6-8 grades 92% 9-12 grades *22-23 school year Source: Attendance Reports			98% 6-8 grades 94% 9-12 grades	
2.4	School Culture and climate survey - students Source: Panorama Survey	9-12 grades (47% response rate) Climate of Support for Academic Learning: 84% favorable Knowledge and Fairness of Discipline, Rules, and Norms: 76% favorable Safety: 70% favorable			Increase response rate to 85% 10% increase in each category	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sense of Belonging: 59% favorable 6-8 grades (66% response rate) Climate of Support for Academic Learning: 70% favorable Knowledge and Fairness of Discipline, Rules, and Norms: 62% favorable Safety: 48% favorable Sense of Belonging: 53% favorable *Spring 23-24 Source: Panorama Survey				
2.5	School Culture and climate survey - staff Source: Panorama Survey	33% response rate Educating all Students: 72% favorable Teaching Efficacy: 62% favorable Cultural Awareness and Action: 58% favorable Belonging: 53% favorable School Climate: 52% favorable School Leadership: 47% favorable Resources for Student Support: 44% favorable			85% response rate 10% increase in each category	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Feedback and Coaching: 40% favorable				
2.6	School Culture and climate survey - families Source: Panorama Survey	Will establish baseline in 24-25 school year			10% increase in each category	
2.7	Percent of families responding to family survey Source: Panorama Survey	Will establish baseline in 24-25 school year			60% response rate	
2.8	% parents/guardians attending two student-led conferences annually Source: Parent/Teacher/Student conference attendance logs	Will establish baseline in 24-25 school year			80% attendance	
2.9	Checkpoint Panorama Student Surveys to assess impact of SEL curriculum Source: Panorama Survey	Will establish baseline in 24-25 school year			5% increase annually	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Create and maintain a positive school culture with strong restorative justice practices.	Assign three staff members to take primary responsibility for building and sustaining a positive school culture, with support from the school Principal. These staff members will design norms, practices, and structures to support positive behavior on both school campuses. They will support behavioral and discipline-related work and lead restorative conversations and projects. In addition they will plan student activities, celebrations, assemblies, and other activities that build school connection. They will support the development of advisory curriculum to provide social-emotional learning opportunities for students and to respond to areas of need that are identified throughout the school year.	$386,804.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Create and implement school-wide PBIS program	The Director of Student Support Services will work with other staff members to create a PBIS structure, building on strong practices of individual teachers, to implement in 6-12 grades. We will adopt a tracking system to support the program.	$50,377.00	Yes
2.3	Support student mental health and social emotional learning	We are increasing funding for our mental health support for students by adding a mental health intern position. The mental health intern will work with our school counselor to provide individual and group counseling for students. The counselor will also support the advisory program by working with the school culture staff to create advisory curriculum for all students.	$132,252.00	Yes
2.4	Provide high quality after school enrichment opportunities for all students.	We will be partnering with an external vendor, Hands on Tech, to provide a high quality after school program for our 6-8 grade students that aligns with our school focus of STEAM education. In addition, we will maintain our 6-8 afterschool athletic program. We are creating a new afterschool program for 9-12 students starting in the 24-25 school year, in response to student and family feedback. The program will be staffed by our Instructional Aides and will include peer tutoring, credit recovery opportunities, and SAT prep classes. We are planning to partner with community volunteers to also offer arts and athletic enrichment opportunities for our 9-12 grade students.	$185,023.00	No
2.5	Increase family engagement	Increase family engagement opportunities		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain strong and sustainable operational, technology, and financial models to support enrollment, attendance, family communication, and student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

EBIA

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Rating on State of California Facilities Inspection Tool (FIT) Source: State of California Facilities Inspection Tool (FIT)	"Good Rating" - 90-100% *Baseline 22-23 school year Source: FIT test			"Good Rating" - 90-100%	
3.2	Parent Square number of families we are able to contact and view messages. Source: ParentSquare	Able to contact 99% of families via ParentSquare *Baseline 23-24 school year Source: ParentSquare			100% 80% message views	
3.3	% of Students who stay enrolled at EBIA from	9.5% loss 6-8 grades 12% loss 9-12 grades			3% loss 6-8 grades	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	June to June (including no-shows in August) Source: PowerSchool	*Baseline 23-24 school year Source: PowerSchool			4% 9-12 grades	
3.4	Average Daily Attendance Rate Source: CALPADS	ADA 92% 9-12 grades ADA 96% 6-8 grades *Baseline 22-23 school year Source: CALPADS			ADA 95% 9-12 grades ADA 96% 6-8 grades	
3.5	% of 8th graders who matriculate into 9th grade at EBIA Source: PowerSchool	Will establish baseline in 24-25.			70% of 8th graders will matriculate to 9th grade at EBIA.	
3.6	Independent audit for compliance Source: Audit Firm	No material findings *Baseline 22-23 school year Source: Clifton Larsen			No material findings	
3.7	Chromebook Access Source: internal data	100% of students have 1:1 access to working Chromebooks *Baseline 23-24 school year Source: Internal data			100% of students have 1:1 access to working Chromebooks	
3.8	Attendance at Family Engagement events.	Will establish baseline in 24-25			80% of parents/guardians attend at least one school function	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					throughout school yers Source: Internal Data	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain strong school operational staffing and systems enrollment, and engagement.	Maintain staffing for a strong operations team that focuses on healthy financial systems, support for staff, including credentialing support, support for enrollment and school systems.	$647,565.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Provide technology to students and staff to support learning	We will continue our 1:1 Chromebook program for students to support our blended learning model. We will continue to maintain and improve our technology infrastructure and staff devices to support our blended learning model.	$137,068.00	No
3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	We will maintain facilities that support high quality student learning and improve learning spaces to support student engagement.	$981,601.00	No
3.4	Provide healthy breakfast and lunch for all students	Continue to provide healthy breakfast and lunch for all students through our participation in the National School Lunch program.	$169,351.00	No
3.5	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	Maintain our Student Information System and continue to utilize NWEA MAP and Panorama to monitor student learning and engagement.	$56,911.00	No
3.6	Increase family engagement and maintain strong communication.	We will increase family engagement opportunities by creating more family events, including Cafecitos with the staff members, family work days, project expos, and other events. Maintain communication through the ParentSquare platform. Ensure translation services are available at all events.	$3,300.00	No
3.7	Attendance support to reduce Chronic Absenteeism	Support strong attendance through	$131,787.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$425,508	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.883%	0.000%	$0.00	6.883%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Provide Tier 2 and 3 support to students who need additional instruction or support to be successful. **Need:** Unduplicated Pupils are often more in need of Tier 2 and 3 support in order to reach grade level proficiency and beyond.	These supports are offered to any student who needs additional academic support, including Unduplicated Pupils but these supports are not limited to Unduplicated Pupils.	1.3, 1.4, 1.5, 1.6, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Create and implement school-wide PBIS program **Need:** Unduplicated Pupils will benefit from a strong PBIS structure to help them maintain positive interactions at school. **Scope:** LEA-wide	All students will benefit from the PBIS structure.	2.1, 2.2, 2.3, 2.4, 2.5
2.3	**Action:** Support student mental health and social emotional learning **Need:** Unduplicated Pupils may have higher mental health support needs and these resources will be prioritized for students with the highest need and least access to support outside of school. **Scope:** LEA-wide	All students will have access to Tier One Social Emotional Learning through the advisory program and those with higher needs will have access to counseling.	2.1, 2.2, 2.3, 2.4, 2.5, 2.9
3.7	**Action:** Attendance support to reduce Chronic Absenteeism **Need:**	We will provide personalized attention for students who are chronically absent to help provide the support necessary to ensure students are able to get to school on time on a daily basis.	3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils are disproportionately represented amongst students who are Chronically Absent or struggle with regular attendance. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,181,844	425,508	6.883%	0.000%	6.883%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,680,503.00	$844,808.00	$643,422.00	$117,467.00	$7,286,200.00	$5,354,790.00	$1,931,410.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Ensure that all students have access to high quality Tier 1 instruction.	All	No			All Schools	ongoing	$2,849,691.00	$41,200.00	$2,662,872.00		$228,019.00		$2,890,891.00	
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	All	No			All Schools	ongoing	$0.00	$13,500.00	$13,500.00				$13,500.00	
1	1.3	Support all students to graduate A-G eligible, with support to enroll in college and/or pursue the career path of their choice.	All	No			All Schools	ongoing	$299,733.00	$69,772.00	$14,511.00		$354,994.00		$369,505.00	
1	1.4	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$106,144.00	$13,500.00	$119,644.00				$119,644.00	
1	1.5	Strong full-inclusion Special Education model.	Students with Disabilities	No					$862,064.00	$148,557.00	$565,054.00	$445,567.00			$1,010,621.00	
2	2.1	Create and maintain a positive school culture with strong restorative justice practices.	All	No			All Schools		$361,104.00	$25,700.00	$259,932.00		$52,795.00	$74,077.00	$386,804.00	
2	2.2	Create and implement school-wide PBIS program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$47,877.00	$2,500.00	$50,377.00				$50,377.00	
2	2.3	Support student mental health and social emotional learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$132,252.00	$0.00	$132,252.00				$132,252.00	
2	2.4	Provide high quality after school enrichment opportunities for all students.	All	No				ongoing	$56,623.00	$128,400.00	$126,657.00	$58,366.00			$185,023.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Increase family engagement	All	No			All Schools									
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.	All	No			All Schools	ongoing	$469,648.00	$177,917.00	$639,951.00		$7,614.00		$647,565.00	
3	3.2	Provide technology to students and staff to support learning	All	No			All Schools	ongoing	$0.00	$137,068.00	$137,068.00				$137,068.00	
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	All	No			All Schools	ongoing	$0.00	$981,601.00	$720,931.00	$260,670.00			$981,601.00	
3	3.4	Provide healthy breakfast and lunch for all students	All	No				ongoing	$37,867.00	$131,484.00	$45,756.00	$80,205.00		$43,390.00	$169,351.00	
3	3.5	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	All	No				ongoing	$0.00	$56,911.00	$56,911.00				$56,911.00	
3	3.6	Increase family engagement and maintain strong communication.	All	No				ongoing	$0.00	$3,300.00	$3,300.00				$3,300.00	
3	3.7	Attendance support to reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$131,787.00	$0.00	$131,787.00				$131,787.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,181,844	425,508	6.883%	0.000%	6.883%	$434,060.00	0.000%	7.022 %	**Total:**	$434,060.00
								LEA-wide Total:	$434,060.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Ensure that all students have access to high quality Tier 1 instruction.				All Schools	$2,662,872.00	
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.				All Schools	$13,500.00	
1	1.3	Support all students to graduate A-G eligible, with support to enroll in college and/or pursue the career path of their choice.				All Schools	$14,511.00	
1	1.4	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	Yes	LEA-wide	English Learners Low Income	All Schools	$119,644.00	
2	2.1	Create and maintain a positive school culture with strong restorative justice practices.				All Schools	$259,932.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Create and implement school-wide PBIS program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,377.00	
2	2.3	Support student mental health and social emotional learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	$132,252.00	
2	2.5	Increase family engagement				All Schools		
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.				All Schools	$639,951.00	
3	3.2	Provide technology to students and staff to support learning				All Schools	$137,068.00	
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.				All Schools	$720,931.00	
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income		$131,787.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,116,283.00	$5,946,159.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	6-12 College and Career Readiness	No	$150,700.00	$116,103
1	**1.2**	Professional development support for teachers to clear credentialing process and improve practice	No	$35,000.00	$30,000
1	**1.3**	Curriculum	No	$108,242.00	$88,605
1	**1.4**	Assessment to track student progress	No	$17,000.00	$25,857
1	**1.5**	Curriculum and Instruction alignment	No	$426,729.00	$432,440
1	**1.6**	Business Services	No	$288,511.00	$288,777
1	**1.7**	Expanded learning	No	$192,468.00	$223,464
1	**1.8**	Qualified Instruction	No	$2,539,341.00	$238,8090
1	**1.9**	Instructional Support *	Yes	$344,016.00	$365,362
1	**1.10**	EL tutoring support	Yes	$55,160.00	0
1	**1.11**	IEP and 504 services	Yes	$510,831.00	532,856

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Assessment to track student progress fees	Yes	$10,000.00	$10,000
1	1.13		Yes		
1	1.14		No		
2	2.1	Culure and Climate team	No	$429,676.00	$419,949
2	2.2	Mental health services	No	$82,796.00	$108,135
2	2.3	Measure G1 culture and climate	No	$64,414.00	$64,414
2	2.4	School wide survey	No	$5,000.00	$5,980
2	2.5	Intersession activities	No	$139,960.00	$107,758
2	2.6	Specialized support	No	$151,868.00	$192,989
3	3.1	Project-based learning (PBL) Professional Development	No	$55,108.00	$56,000
3	3.2	Materials and supplies for PBL and CTE	No	$46,986.00	$46,986
3	3.3	CTE instruction	No	$117,016.00	$115,722
3	3.4	Linked Learning Pathway	No	$147,965.00	$135,912

Powered by BoardOnTrack

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Chromebooks fleet procurement and support	No	$99,055.00	$100,005
3	3.6		No		
4	4.1	School Information System and Parent Square	No	$29,859.00	$28,734
4	4.2	Attendance outreach and SARB follow-up	No	$29,191.00	$28,014
4	4.3	Student recruiting	No	$39,391.00	$34,007

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
385,674	$920,007.00	$908,218.00	$11,789.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Instructional Support *	Yes	$344,016.00	$365,362		
1	1.10	EL tutoring support	Yes	$55,160.00	0		
1	1.11	IEP and 504 services	Yes	$510,831.00	$532,856		
1	1.12	Assessment to track student progress fees	Yes	$10,000.00	$10,000		
1	1.13		Yes				

To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,380,509	385,674	0.0%	7.168%	$908,218.00	0.000%	16.880%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2023

East Bay Innovation Academy
LCAP Data
Apr MR Forecast 2024

Budget Overview for Parents		2024-25
Revenue		
	Total LCFF Funds	6,181,844
	LCFF Supplemental & Concentration Grants	*425,509*
	All Other State Funds	1,133,563
	All Local Funds	788,524
	All Federal Funds	190,748
	Total Projected Revenue	**8,294,678**
Expenses		
	Total General Fund Expenses	**8,219,031**

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students		
2023-24	Unduplicated Pupil % (Optional - LCAP General Information)	42%
2024-25	Projected LCFF Suplemental and/or Concentration Grants	425,509
2024-25	Projected Additional LCFF Concentration Grant (15 percent)	-
2024-25	Projected Percentage to Increase or Improve Services for the Coming School Year	7%

LCAP Action Tables		
2023-24	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	385,674
2023-24	Estimated Actual LCFF Base Grant (LCFF Carryover Table)	5,380,509
2024-25	Projected LCFF Base Grant (Data Entry Table)	5,756,335
2024-25	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	425,509
2024-25	Projected TK Add On	-

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
21-22	31.2	15.6	4.2	1	10.4	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

EBIA recognizes the need for stronger implementation of ELD supports and standards and has increased staffing to support ELD programs and individual supports for ELL students.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

We have successfully implemented ParentSquare to support communication with families. We have increased the number of family engagement events and have plans to increase the number of events for the 24-25 school year. According to family surveys, families feel the school is responsive and communicates in a timely manner. Families report feeling welcome at EBIA. Our twice-annual family/student/advisor conferences provide opportunities for families to share their goals for their children with staff members.

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

Our primary focus is to increase in-person family engagement opportunities, including our Project Expo events, parent/guardian-student-advisor conferences, and school-wide community-building events, such as our Fall Fest. We will also be tracking attendance and engagement at our family/student/advisor conferences with the goal of 100% attendance. We will be adding a new Personalized Learning Plan system that allows us to share student goals, mindset, successes, and community service tracking with families on a regular basis.

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

We always have Spanish-English translation available at events. We want to hold more focus groups next year with our underrepresented families to determine ways to better reach them.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

We hold conferences for parents/guardians-students-advisors twice a year, at the end of each trimester. These are student-led conferences where students discuss their growth, challenges, and goals. We set aside one full day and two half-days for these conferences. We also have a strong full-inclusion Special Education program, that includes regular IEP meetings and opportunities to partner with families to support students. Through our ECHO LMS system, families have consistent access to view student assignments, grades, and progress. The school provides annual training and on-going support for families to access this resource.

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

We want to make sure we are supporting families to support students at home on our learning platform, Echo. We plan to include more education opportunities for families at Back to School Night and other events early in the school year to make sure all families know how best to support student learning at home.

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

We will make sure we have translation services available and will offer small group or 1:1 support for families who need additional support with our LMS.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

We currently gather family input through surveys and monthly family gatherings with the site leaders. We need to determine how we will create more structured, in-person opportunities for family input on decision-making. The EBIA board of directors also includes EBIA parents. EBIA's Parent Advisory Council (PAC) typically meets every other month. The PAC primarily supports the school through events such as Fall Fest, and cultural events such as Lunar New Year.

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

EBIA recognizes the need to more authentically engage our families as advisors and decision makers in our school. We will be engaging in a strategic-planning process in the fall of the 24-25 school year, which will include family input in decision-making to create the plan, along with setting goals to create a stronger structure for family input moving forward

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

We will make sure we offer translation at all events and on surveys. We will specifically reach out and invite underrepresented families to focus groups and other events.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

EBIA uses the Panorama Core Student Culture and Climate Survey to assess local climate. This survey is given to all students in 6-12 grades.
9-12 grades (47% response rate)
Climate of Support for Academic Learning: 84% favorable
Knowledge and Fairness of Discipline, Rules, and Norms: 76% favorable
Safety: 70% favorable
Sense of Belonging: 59% favorable
In general, our African-American and White students had the highest favorable responses, while our Latino/Hispanic and ELL students had the lowest favorable responses.

6-8 grades (66% response rate)
Climate of Support for Academic Learning: 70% favorable
Knowledge and Fairness of Discipline, Rules, and Norms: 62% favorable
Safety: 48% favorable
Sense of Belonging: 53% favorable
In general, Asian and "Other" students had the highest favorable responses, with Latino/Hispanic students being closer to the higher favorable responses. Students with IEPs tended to have lower favorable responses.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The climate of support for academic learning is an overall strength, particularly at our Upper School campus (9-12 grades), where we saw a 9% increase in positive responses from 2023. Sense of Belonging and Safety are our two highest need areas in 6-12 grades, amongst all students. Safety was an area of need for all student groups. Sense of Belonging was significantly lower for Hispanic/Latino students and ELL students in 9-12 grades. Sense of Belonging was lower for African American and White students in 6-8 grades.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

EBIA recognizes the need for increased feelings of safety and a sense of belonging. We are revising our culture and climate plan, utilizing student, family, and staff feedback, to build aligned, coherent, and consistent policies for the 24-25 school year. In addition we are adding a 6-12 grade PBIS structure to build more positive culture across both campuses. This culture re-set will include the introduction of a new referral tracking system to track negative and positive student behaviors, attendance, academic concerns, and social-emotional concerns. We will also use short SEL Panorama surveys on a monthly basis to assess student culture and well-being more regularly so that we can respond to needs through Advisory curriculum and other measures in a more timely manner. We are also planning an annual calendar of events and celebrations of multiple identities to help increase the sense of belonging amongst all groups and to ensure that one group does not feel left out. EBIA has made organizational and leadership shifts for the 24-25 school year in response to school climate data, including an additional mental health position and a new site-level administrator role.

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

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

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

EBIA uses an array of data sources to track access, progress, and needs of English Language Learners, students with special needs, foster youth, and student sub-groups, including MAP, SBAC, LPAC, AP Scores, course enrollment, transcript reviews, and trimester pass-fail rates. All of our students in middle school (6-8 grades) take the same courses and have equal access to a broad course of study, with the exception of an option to take Algebra in 8th-grade rather than 8th-grade math. In 9-12 grades, all students must take courses that exceed the A-G requirements, including courses within our Computer Science and Design career pathway, ensuring that all have access to a broad course of study. Unduplicated pupils have equal access to all classes. We have time set aside in our bell schedules at all grade levels for Independent Learning Time, to provide additional support as needed to all student, in particular our unduplicated pupils, students with IEPs, and students with 504 plans. We have a full-inclusion Special Education model, ensuring that students with exceptional needs receive full access to a broad course of study and receive pus-in support from Instructional Aides or Education Specialists, along with pull-out support during Independent Learning Time.

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

EBIA provides access to AP and A-G classes. The school offers an annual course information night for students and their families. Students are provided support through advisory to ensure appropriate course selection. In our upper school, the Director of College and Career Readiness and the Administrative team conduct tri-annual transcript and grade reviews to ensure students are on track and identify students in need of support and/or credit recovery. At both upper and lower school, teachers provide office hours and Individualized learning Time (ILT) 2x's per week to provide students with additional support to master course content. English language learners are identified through the ELPAC and provided with additional pull-out supports and services based on their EL classification. Grade level teams meet weekly to discuss student supports and to implement student success team (SST) processes and services. Summer Bridge classes are offered to students in grades 9-12 to support credit recovery.

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

In our Upper School campus, due in part to our rigorous course requirements which go above the California A-G requirements, we have found that students fall behind in graduation requirements when they fail a Trimester.

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

EBIA will focus on improving Tier 2 student supports, including additional literacy and numeracy support during Independent Learning Time via teacher instruction and the use of digital tools, including Lexia and Zearn; use of a school-wide referral tracking system to identify students who need additional support; tri-annual transcript and grade reviews to identify students in need of credit recovery supports; a new afterschool program for 9-12 grades, staffed with EBIA staff members, to provide additional support for credit recovery and mastery-based skill support to ensure that all students can meet rigorous course requirements. EBIA will continue to offer additional push-in and pull-out support for students with IEPs and unduplicated pupils.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies					

Coordinating Instruction	1	2	3	4	5
for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

Approve Executive Director Compensation

Section: IV. Finance and Development
Item: A. Approve Executive Director Compensation
Purpose: Vote
Submitted by:
Related Material: EBIA-Exec Comp Survey-20240509.pdf

SF Bay Area School Leader Compensation Survey 2023-24

County	School Size	Title	2023-24 Salary
Alameda	301-500	Executive Director	$193,883
Alameda	301-500	Head of School	$207,000
Alameda	301-500	Executive Director	$164,800
Alameda	301-500	Executive Director	$193,883
Alameda	301-500	Head of School	$186,500
San Francisco	301-500	Executive Director	$220,744
San Francisco	301-500	Executive Director	$248,257
San Francisco	301-500	Head of School	$204,006
San Francisco	301-500	Head of School	$204,006
San Mateo	301-500	Executive Director	$150,000
Alameda	501-750	Executive Director	$192,400
Contra Costa	501-750	CEO	$178,500
Santa Clara	501-750	Executive Director	$205,000
Solano	501-750	CEO/President	$172,416
Sonoma	501-750	Executive Director	$142,000

Range:	$142,000 - $248,257
Average:	$190,893

Coversheet

East Bay Innovation Academy - Finance Update

Section: IV. Finance and Development
Item: B. East Bay Innovation Academy - Finance Update
Purpose: Vote
Submitted by:
Related Material: EBIA-June BOD Financial Packet-JW-20240607.pdf

East Bay Innovation Academy Board Financial Update

BRYCE FLEMING AND JESSIKA WELCOME

JUNE 12, 2024

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Contents

1. 2023-24 Financial Update

2. 2024-25 Budget Development
   A. 2024-25 Budget Adjustments
   B. Key Budget Assumptions
   C. Draft Budget Comparison
   D. Budget Assumptions

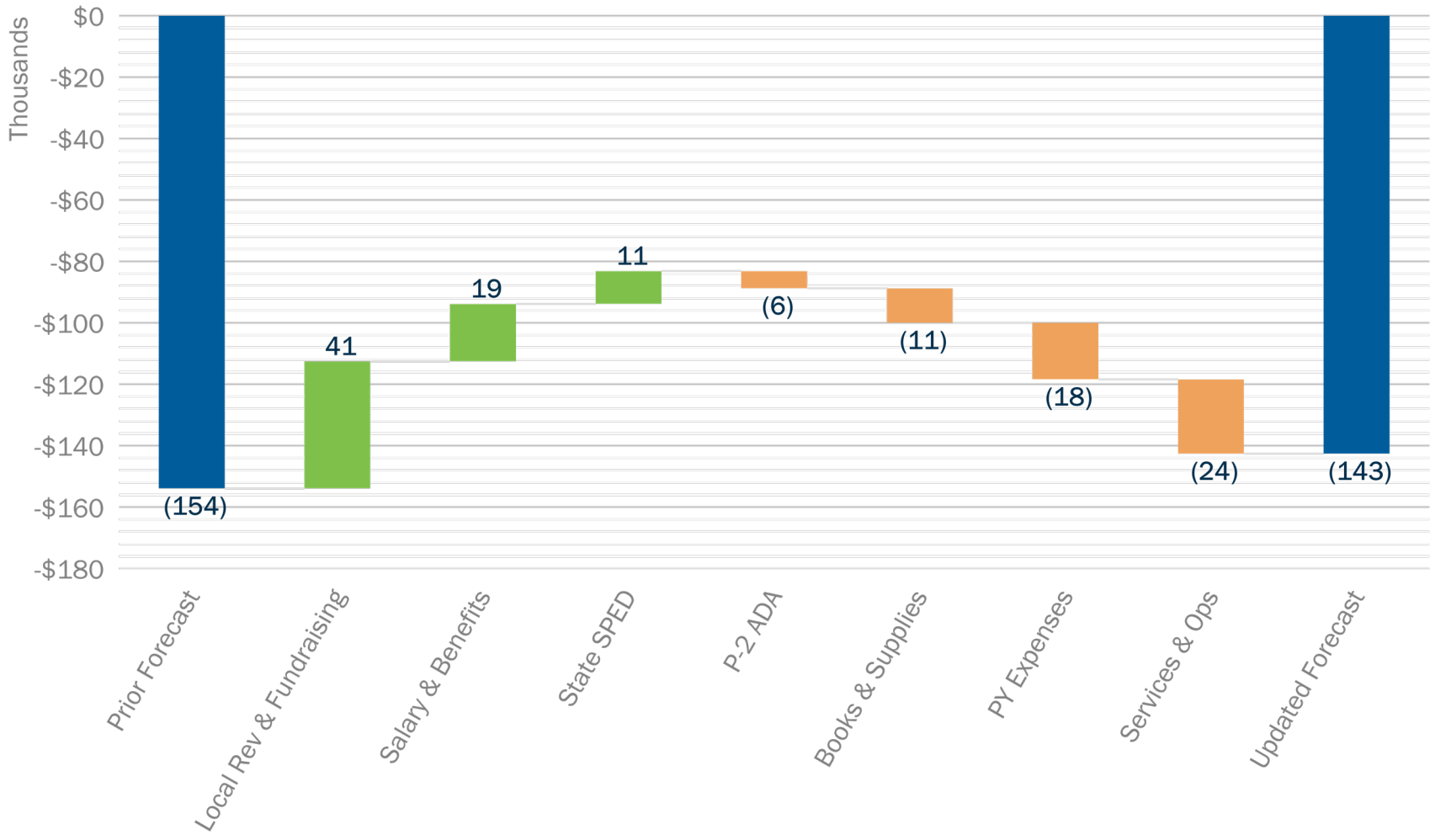
3. Exhibits
   A. YTD Financials
   B. Cash Flow
   C. Balance Sheet
   D. MYP

2023-24

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

2023-24 Forecast Update

Operating income increased by $11K from previous forecast



2024-25

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

2024-25 Budget Adjustments

Projected net operating income increases by ~$10K

64,951	Previous projected operating income
+171,900	$158K in grants plus increased local revenue
-61,246	Added 1.0 Instructional Aide, salary adjustments
-35,748*	$40K in furniture, savings in educational software
-64,209*	Additional grant expenses, increased utilities
75,647	Current projected operating income

* Excludes transfer of $128,400 in After School Expenses from Books & Supplies to Services & Operating Expenses

Key Budget Assumptions

Revenue Drivers	2024-25	2025-26	2026-27
Enrollment	528	560	560
ADA (95%)	501.60	532.0	532.0
Unduplicated Count	222	235	235
COLA	1.07%	2.93%	3.08%

Expense Assumptions	2024-25	2025-26	2026-27
Staffing	49.6 FTE	50.6 FTE	50.6 FTE
Substitutes	$50,000	$51,500	$53,045

Draft Budget Comparison

		2024-25 Updated Budget v.3	2024-25 Budget Draft v.2	Difference
Revenue	LCFF Entitlement	6,181,844	6,181,844	-
	Federal Revenue	190,748	190,748	-
	Other State Revenues	1,133,563	1,133,563	-
	Local Revenues	487,424	473,524	13,900
	Fundraising and Grants	301,100	143,100	158,000
	Total Revenue	**8,294,678**	**8,122,779**	**171,900**
Expenses	Comp and Benefits	5,605,887	5,544,641	(61,246)
	Books and Supplies	389,229	481,881	92,652
	Services and Other Ops	2,223,915	2,031,306	(192,609)
	Depreciation	-	-	-
	Other Outflows	-	-	-
	Total Expenses	**8,219,031**	**8,057,828**	**(161,203)**
	Operating Income	**75,647**	**64,951**	**10,697**
	Beginning Balance (Audited)	1,940,787	1,940,787	
	Operating Income	75,647	64,951	10,697
Ending Fund Balance (incl. Depreciation)		**2,016,434**	**2,005,738**	**10,696**
Ending Fund Balance as % of Expenses		**24.53%**	**24.89%**	**-1.44%**

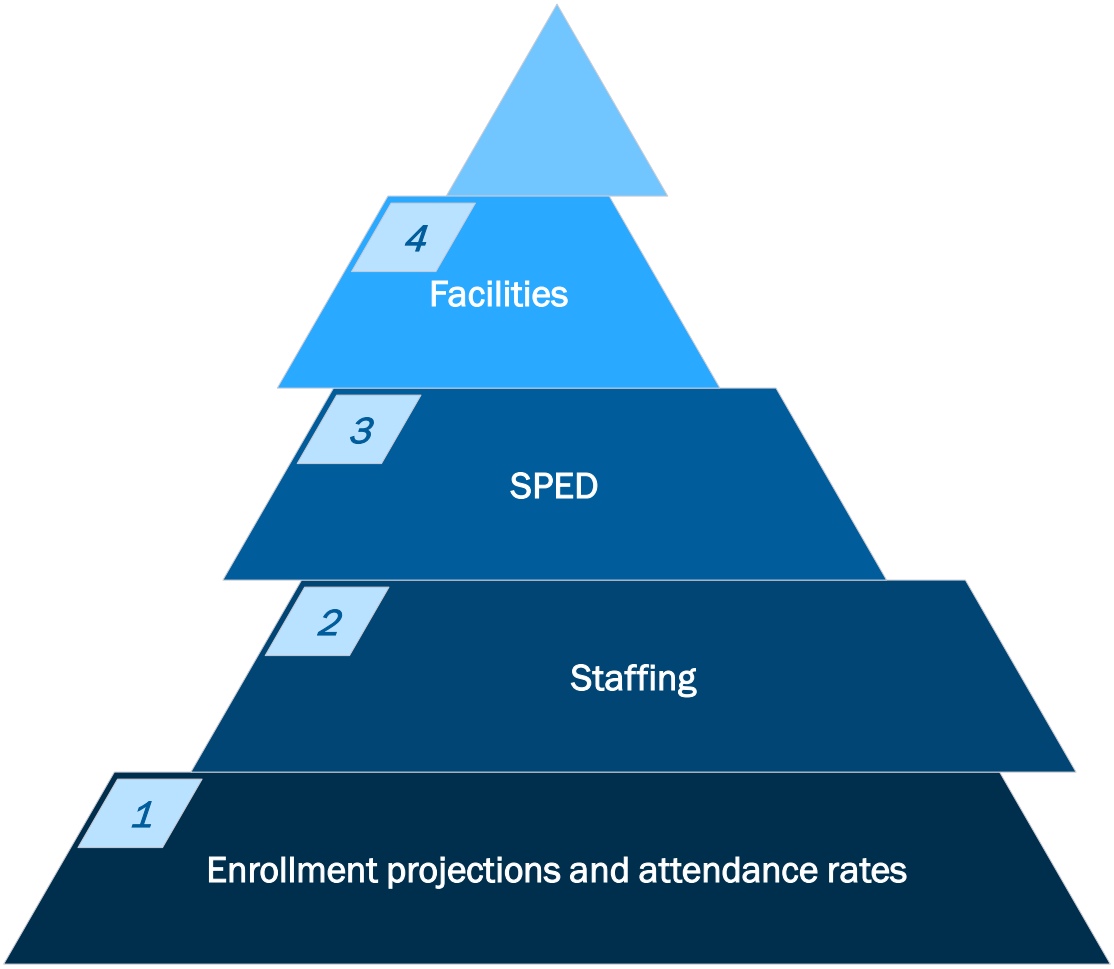
MYP

Operating income in out years dependent upon enrollment growth

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,766,183	6,181,844	6,800,079	7,009,390
	Federal Revenue	317,749	190,748	198,398	203,980
	Other State Revenues	1,931,343	1,133,563	1,154,068	1,185,247
	Local Revenues	566,992	487,424	487,424	487,424
	Fundraising and Grants	182,582	301,100	226,100	227,100
	Total Revenue	**8,764,849**	**8,294,678**	**8,866,068**	**9,113,141**
Expenses	Comp and Benefits	5,756,702	5,605,887	5,897,303	6,092,715
	Books and Supplies	368,403	389,229	504,070	519,192
	Services and Other Ops	2,782,318	2,223,915	2,124,636	2,113,814
	Depreciation	-	-	-	-
	Other Outflows	-	-	-	-
	Total Expenses	**8,907,423**	**8,219,031**	**8,526,008**	**8,725,720**
	Operating Income	**(142,574)**	**75,647**	**340,060**	**387,420**
	Beginning Balance (Audited)	2,083,361	1,940,787	2,016,434	2,356,494
	Operating Income	(142,574)	75,647	340,060	387,420
Ending Fund Balance (incl. Depreciation)		**1,940,787**	**2,016,434**	**2,356,494**	**2,743,914**
Ending Fund Balance as % of Expenses		**21.79%**	**24.53%**	**27.64%**	**31.45%**

Opportunities and Uncertainties

Month 1 enrollment will be key for evaluating 528 student projection



East Bay Innovation Academy
Income Statement
As of Apr FY2024

	Actual			YTD	Budget						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	515,172	325,095	736,085	4,413,574	6,384,109	5,771,644	5,766,183	(5,461)	(617,926)	1,352,609	77%
Federal Revenue	-	26,737	16,889	168,309	282,340	317,735	317,749	15	35,410	149,440	53%
Other State Revenues	63,235	52,320	228,723	1,519,734	1,601,039	1,920,832	1,931,343	10,510	330,304	411,608	79%
Local Revenues	8,043	16,758	34,227	249,890	505,881	527,569	566,992	39,423	61,111	317,102	44%
Fundraising and Grants	1,701	-	39,243	92,044	80,000	180,600	182,582	1,982	102,582	90,538	50%
Total Revenue	**588,151**	**420,910**	**1,055,166**	**6,443,552**	**8,853,368**	**8,718,380**	**8,764,849**	**46,469**	**(88,519)**	**2,321,298**	**74%**
Expenses											
Compensation and Benefits	479,999	489,295	412,130	4,828,226	6,375,721	5,775,458	5,756,702	18,756	619,019	928,476	84%
Books and Supplies	25,961	7,053	22,518	293,683	370,801	357,142	368,403	(11,261)	2,398	74,720	80%
Services and Other Operating Expenditures	436,043	188,118	119,213	2,097,912	2,029,534	2,739,721	2,782,318	(42,597)	(752,784)	684,406	75%
Depreciation	-	-	-	-	-	-	-	-	-	-	
Other Outflows	495	1,319	106,171	116,126	-	-	-	-	-	(116,126)	
Total Expenses	**942,498**	**685,785**	**660,032**	**7,335,947**	**8,776,056**	**8,872,321**	**8,907,423**	**(35,103)**	**(131,367)**	**1,571,476**	**82%**
Operating Income	**(354,347)**	**(264,875)**	**395,134**	**(892,396)**	**77,312**	**(153,941)**	**(142,574)**	**11,367**	**(219,886)**	**749,821**	
Fund Balance											
Beginning Balance (Unaudited)					2,094,390	1,953,558	1,953,558				
Audit Adjustment					-	129,803	129,803				
Operating Income					77,312	(153,941)	(142,574)				
Ending Fund Balance					**2,171,702**	**1,929,420**	**1,940,787**				
Fund Balance as a % of Expenses					25%	22%	22%				

East Bay Innovation Academy
Income Statement
As of Apr FY2024

	Actual			YTD	Budget						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS											
Enrollment Summary											
4-6					100	94	94	-	(6)		
7-8					195	188	188	-	(7)		
9-12					262	225	225	-	(37)		
Total Enrolled					**557**	**507**	**507**	-	(50)		
ADA %											
4-6					95.0%	95.0%	96.1%	1.1%	1.1%		
7-8					95.0%	95.0%	94.6%	-0.4%	-0.4%		
9-12					95.0%	95.0%	94.7%	-0.3%	-0.3%		
Average ADA %					**95.0%**	**95.0%**	**94.9%**	**-0.1%**	**-0.1%**		
ADA											
4-6					95.00	89.30	90.34	1.04	(4.66)		
7-8					185.25	178.60	177.80	(0.80)	(7.45)		
9-12					248.90	213.75	213.16	(0.59)	(35.74)		
Total ADA					**529.15**	**481.65**	**481.30**	**(0.35)**	**(47.85)**		

East Bay Innovation Academy
Income Statement
As of Apr FY2024

		Actual			YTD	Budget						
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	380,068	325,947	325,946	2,974,531	4,008,755	3,935,580	3,931,453	(4,127)	(77,302)	956,922	76%
8012	Education Protection Account Entitlement	-	-	22,335	72,587	105,830	96,330	96,260	(70)	(9,570)	23,673	75%
8019	State Aid - Prior Years	-	(852)	3,499	2,647	-	-	-	-	-	(2,647)	
8096	Charter Schools in Lieu of Property Taxes	135,104	-	384,305	1,363,809	2,269,524	1,739,734	1,738,470	(1,264)	(531,054)	374,661	78%
	SUBTOTAL - LCFF Entitlement	**515,172**	**325,095**	**736,085**	**4,413,574**	**6,384,109**	**5,771,644**	**5,766,183**	**(5,461)**	**(617,926)**	**1,352,609**	**77%**
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	65,930	85,685	85,685	-	19,755	85,685	0%
8220	Child Nutrition Programs	-	6,844	-	18,227	82,882	40,450	40,450	-	(42,431)	22,223	45%
8291	Title I	-	-	-	43,674	70,411	64,077	64,077	-	(6,334)	20,403	68%
8292	Title II	-	1,925	-	1,925	13,117	8,281	8,281	-	(4,836)	6,356	23%
8294	Title IV	-	-	-	2,500	10,000	10,000	10,000	-	-	7,500	25%
8297	PY Federal - Not Accrued	-	-	-	24,996	-	24,981	24,996	15	24,996	(0)	100%
8299	All Other Federal Revenue	-	17,968	16,889	76,987	40,000	84,260	84,260	-	44,260	7,273	91%
	SUBTOTAL - Federal Revenue	**-**	**26,737**	**16,889**	**168,309**	**282,340**	**317,735**	**317,749**	**15**	**35,410**	**149,440**	**53%**
Other State Revenue												
8319	Other State Apportionments - Prior Years	8,966	-	-	66,429	-	66,429	66,429	-	66,429	-	100%
8381	Special Education - Entitlement (State	46,109	30,853	30,853	343,490	469,179	452,503	452,503	-	(16,676)	109,013	76%
8382	Special Education Reimbursement (State	3,660	3,242	3,243	28,851	30,691	27,936	38,577	10,641	7,886	9,726	75%
8520	Child Nutrition - State	-	-	-	21,350	10,360	74,772	74,772	-	64,412	53,422	29%
8545	School Facilities Apportionments	-	-	136,795	136,795	253,537	287,449	287,449	-	33,912	150,653	48%
8550	Mandated Cost Reimbursements	-	-	-	17,739	17,732	17,740	17,740	-	8	1	100%
8560	State Lottery Revenue	-	-	39,606	85,336	130,984	125,263	125,172	(91)	(5,812)	39,836	68%
8590	All Other State Revenue	-	-	-	750,077	625,139	750,117	750,077	(40)	124,938	-	100%
8591	Prop 28 Arts & Music in Schools	-	13,725	13,725	27,450	-	68,624	68,624	-	68,624	41,174	40%
8593	ELOP	4,500	4,500	4,500	42,217	63,416	50,000	50,000	-	(13,416)	7,783	84%
	SUBTOTAL - Other State Revenue	**63,235**	**52,320**	**228,723**	**1,519,734**	**1,601,039**	**1,920,832**	**1,931,343**	**10,510**	**330,304**	**411,608**	**79%**
Local Revenue												
8634	Food Service Sales	-	-	-	-	1,036	-	-	-	(1,036)	-	
8660	Interest	798	854	828	3,638	5	4,200	4,496	296	4,491	857	81%
8676	After School Program Revenue	-	-	-	25,372	42,840	42,840	42,840	-	-	17,468	59%
8690	Other Local Revenue	2,380	4,578	16,626	121,715	18,000	86,396	125,523	39,128	107,523	3,808	97%
8701	Oakland Measure N	-	-	11,582	59,230	350,000	300,133	300,133	-	(49,867)	240,903	20%
8703	Oakland Measure G1	-	-	-	-	64,000	64,000	64,000	-	-	64,000	0%
8704	Student Activities	-	-	-	18,722	30,000	30,000	30,000	-	-	11,278	62%
8999	Uncategorized Revenue	4,865	11,326	5,191	21,212	-	-	-	-	-	(21,212)	
	SUBTOTAL - Local Revenue	**8,043**	**16,758**	**34,227**	**249,890**	**505,881**	**527,569**	**566,992**	**39,423**	**61,111**	**317,102**	**44%**
Fundraising and Grants												
8801	Donations - Parents	1,601	-	1,630	46,331	35,000	45,000	47,021	2,021	12,021	690	99%
8802	Donations - Private	100	-	37,461	45,561	25,000	125,600	125,561	(39)	100,561	80,000	36%
8803	Fundraising	-	-	152	152	20,000	10,000	10,000	-	(10,000)	9,848	2%
	SUBTOTAL - Fundraising and Grants	**1,701**	**-**	**39,243**	**92,044**	**80,000**	**180,600**	**182,582**	**1,982**	**102,582**	**90,538**	**50%**
TOTAL REVENUE		**588,151**	**420,910**	**1,055,166**	**6,443,552**	**8,853,368**	**8,718,380**	**8,764,849**	**46,469**	**(88,519)**	**2,321,298**	**74%**

East Bay Innovation Academy
Income Statement
As of Apr FY2024

		Actual			YTD	Budget						
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	175,911	161,712	164,054	1,784,236	2,593,737	2,176,669	2,160,347	16,322	433,390	376,111	83%
1103	Teacher - Substitute Pay	4,234	10,457	4,362	52,080	115,920	62,628	62,628	-	53,292	10,548	83%
1148	Teacher - Special Ed	29,872	29,872	30,015	288,440	317,413	319,047	319,403	(357)	(1,990)	30,964	90%
1160	Counselor	20,142	20,142	20,149	184,605	189,073	192,581	192,581	-	(3,507)	7,975	96%
1300	Certificated Supervisor & Administrator Salaries	38,454	38,454	38,597	374,539	587,256	473,701	473,701	-	113,555	99,162	79%
1311	Certificated Principals & Directors	22,823	22,823	22,853	237,475	249,025	273,888	273,888	-	(24,863)	36,413	87%
	SUBTOTAL - Certificated Salaries	**291,436**	**283,460**	**280,030**	**2,921,375**	**4,052,425**	**3,498,512**	**3,482,547**	**15,965**	**569,878**	**561,172**	**84%**
Classified Salaries												
2104	Classified Instructional Aides	29,912	27,450	25,558	284,969	335,758	372,239	372,806	(567)	(37,048)	87,837	76%
2300	Classified Supervisor & Administrator Salaries	41,481	39,840	41,730	462,183	420,329	527,149	527,149	-	(106,820)	64,966	88%
2400	Classified Clerical & Office Salaries	4,002	3,735	4,235	41,724	59,174	50,669	50,669	-	8,505	8,945	82%
2402	Classified Operations	10,823	10,823	10,823	109,854	126,875	129,375	129,375	-	(2,500)	19,521	85%
2928	Other Classified - Food	2,968	2,472	2,320	22,800	29,005	30,342	30,342	-	(1,338)	7,542	75%
	SUBTOTAL - Classified Salaries	**89,186**	**84,320**	**84,666**	**921,531**	**971,141**	**1,109,774**	**1,110,342**	**(567)**	**(139,201)**	**188,810**	**83%**
Employee Benefits												
3100	STRS	54,303	52,677	51,721	534,919	718,907	621,600	618,551	3,049	100,356	83,632	86%
3300	OASDI-Medicare-Alternative	11,116	10,643	10,548	112,724	150,940	150,758	150,570	188	371	37,846	75%
3400	Health & Welfare Benefits	26,769	54,437	(18,483)	286,927	415,316	331,264	331,264	-	84,052	44,337	87%
3500	Unemployment Insurance	615	224	113	9,327	17,136	16,807	16,802	5	333	7,476	56%
3600	Workers Comp Insurance	6,081	3,043	3,043	36,498	37,677	34,562	34,447	115	3,230	(2,051)	106%
3900	Other Employee Benefits	493	493	493	4,925	12,180	12,180	12,180	-	-	7,255	40%
	SUBTOTAL - Employee Benefits	**99,377**	**121,516**	**47,434**	**985,320**	**1,352,156**	**1,167,171**	**1,163,814**	**3,358**	**188,342**	**178,494**	**85%**
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	-	-	-	7,545	13,925	7,605	7,605	-	6,320	60	99%
4200	Books & Other Reference Materials	-	178	-	3,474	10,000	5,000	5,000	-	5,000	1,526	69%
4300	Materials & Supplies	201	1,191	212	8,287	11,444	8,874	10,000	(1,126)	1,444	1,713	83%
4320	Educational Software	5,175	-	-	66,776	79,373	66,776	66,776	-	12,597	(0)	100%
4330	Office Supplies	1,560	1,272	670	21,428	20,000	21,000	24,000	(3,000)	(4,000)	2,572	89%
4352	Quest - After School	9,958	3,853	1,625	25,456	20,400	23,950	31,085	(7,135)	(10,685)	5,629	82%
4353	Student Activities	-	-	-	6,006	10,000	10,000	10,000	-	-	3,994	60%
4400	Noncapitalized Equipment	-	-	-	-	5,202	-	-	-	5,202	-	
4410	Classroom Furniture, Equipment & Supplies	-	20	170	5,506	7,500	7,755	7,755	-	(255)	2,249	71%
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	-	655	-	1,299	5,100	5,100	5,100	-	-	3,801	25%
4710	Student Food Services	9,007	-	19,841	85,840	103,602	122,577	122,577	-	(18,975)	36,737	70%
4720	Other Food	61	(117)	-	2,700	10,000	10,000	10,000	-	-	7,300	27%
	SUBTOTAL - Books and Supplies	**25,961**	**7,053**	**22,518**	**293,683**	**370,801**	**357,142**	**368,403**	**(11,261)**	**2,398**	**74,720**	**80%**
Services & Other Operating Expenses												
5210	Conference Fees	-	-	-	1,437	17,240	17,240	17,240	-	-	15,803	8%
5220	Travel and Lodging	117	-	-	3,092	9,650	8,670	8,670	-	980	5,578	36%
5300	Dues & Memberships	995	70	70	18,265	25,000	25,000	25,000	-	-	6,735	73%
5450	Insurance - Other	14,042	7,019	7,019	84,244	146,028	84,244	84,244	-	61,784	(0)	100%
5515	Janitorial, Gardening Services & Supplies	1,995	24,658	-	122,901	142,800	156,750	156,750	-	(13,950)	33,849	78%
5535	Utilities - All Utilities	9,134	13,426	2,910	80,101	84,897	91,200	103,632	(12,432)	(18,735)	23,531	77%

East Bay Innovation Academy
Income Statement
As of Apr FY2024

		Actual			YTD	Budget						
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5610	Rent	32,080	(64,160)	-	224,560	385,000	385,000	385,000	-	-	160,440	58%
5611	Prop 39 Related Costs	38,331	-	-	114,992	144,617	153,323	153,323	-	(8,706)	38,331	75%
5615	Repairs and Maintenance - Building	1,340	322	-	16,612	30,600	30,600	30,600	-	-	13,988	54%
5616	Repairs and Maintenance - Computers	-	-	-	-	2,040	-	-	-	2,040	-	
5803	Accounting Fees	4,389	-	1,496	24,628	18,692	23,132	25,442	(2,310)	(6,750)	814	97%
5806	Assemblies	-	-	-	-	3,000	-	-	-	3,000	-	
5809	Banking Fees	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5810	Intersession	12,914	15,670	-	49,428	50,000	50,000	49,428	572	572	(0)	100%
5812	Business Services	12,752	14,052	14,052	130,124	177,500	157,229	157,229	-	20,271	27,105	83%
5815	Consultants - Instructional	-	-	-	9,625	30,000	62,500	62,500	-	(32,500)	52,875	15%
5820	Consultants - Non Instructional - Custom 1	1,625	375	-	2,875	-	9,000	9,000	-	(9,000)	6,125	32%
5824	District Oversight Fees	38,889	-	-	38,889	65,118	57,716	57,662	55	7,456	18,773	67%
5830	Field Trips Expenses	-	-	-	3,509	10,000	10,000	10,000	-	-	6,491	35%
5836	Fingerprinting	-	-	-	843	4,129	2,118	2,116	2	2,013	1,273	40%
5839	Fundraising Expenses	30	35	543	1,874	5,100	2,000	2,102	(102)	2,998	229	89%
5845	Legal Fees	117,332	713	413	157,711	73,440	179,560	179,560	-	(106,120)	21,849	88%
5851	Marketing and Student Recruiting	2,500	1,500	-	10,298	10,200	20,000	20,000	-	(9,800)	9,702	51%
5857	Payroll Fees	895	654	576	5,796	5,406	6,120	6,750	(630)	(1,344)	954	86%
5860	Printing and Reproduction	-	-	-	-	530	-	-	-	530	-	
5861	Prior Yr Exp (not accrued	-	-	17,505	33,448	-	15,943	34,348	(18,405)	(34,348)	900	97%
5863	Professional Development	-	-	8,050	33,644	40,000	40,000	40,000	-	-	6,356	84%
5864	Credentialing Support	-	-	-	7,207	30,000	30,000	30,000	-	-	22,793	24%
5865	Contracted Education Services - Student	-	34,446	-	51,970	70,000	51,970	51,970	-	18,030	-	100%
5866	SPED MH Day/NPS Services	10,704	8,093	11,023	76,533	60,000	96,800	96,800	-	(36,800)	20,267	79%
5869	Special Education Contract Instructors	14,625	15,179	14,532	103,370	130,000	130,000	130,000	-	-	26,630	80%
5872	Special Education Encroachment	565	519	519	4,491	14,230	14,230	14,230	-	-	9,739	32%
5874	Sports	3,830	-	-	8,055	12,240	16,320	16,320	-	(4,080)	8,265	49%
5875	Staff Recruiting	-	-	-	41,828	7,140	45,153	45,153	-	(38,013)	3,325	93%
5877	Student Activities	500	4,882	2,140	12,656	15,000	15,000	17,534	(2,534)	(2,534)	4,878	72%
5878	Student Assessment	-	-	-	9,932	15,908	25,857	25,857	-	(9,949)	15,925	38%
5880	Student Health Services	-	2,400	-	7,600	10,200	10,200	10,200	-	-	2,600	75%
5881	Student Information System	1,269	1,167	1,167	45,991	45,650	47,336	50,336	(3,000)	(4,686)	4,344	91%
5884	Substitutes	103,247	102,972	29,520	462,248	50,000	566,677	566,677	-	(516,677)	104,429	82%
5887	Technology Services	9,720	1,930	5,700	70,159	50,000	64,655	70,355	(5,700)	(20,355)	196	100%
5900	Communications	1,976	1,977	1,977	24,874	29,241	29,241	29,241	-	-	4,367	85%
5915	Postage and Delivery	248	217	-	2,102	6,387	6,387	4,500	1,887	1,887	2,398	47%
	SUBTOTAL - Services & Other Operating Exp.	**436,043**	**188,118**	**119,213**	**2,097,912**	**2,029,534**	**2,739,721**	**2,782,318**	**(42,597)**	**(752,784)**	**684,406**	**75%**
Capital Outlay & Depreciation												
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
Other Outflows												
7999	Uncategorized Expense	495	1,319	106,171	116,126	-	-	-	-	-	(116,126)	
	SUBTOTAL - Other Outflows	**495**	**1,319**	**106,171**	**116,126**	**-**	**-**	**-**	**-**	**-**	**(116,126)**	
TOTAL EXPENSES		**942,498**	**685,785**	**660,032**	**7,335,947**	**8,776,056**	**8,872,321**	**8,907,423**	**(35,103)**	**(131,367)**	**1,571,476**	**82%**

East Bay Innovation Academy
Monthly Cash Forecast
As of Apr FY2024

	2023-24 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**1,623,111**	**1,490,011**	**1,329,643**	**1,154,510**	**1,551,781**	**1,348,087**	**1,333,508**	**1,479,075**	**1,168,382**	**861,217**	**1,344,307**	**1,328,537**		
REVENUE														
LCFF Entitlement	-	211,149	312,477	742,954	515,172	515,172	540,298	515,172	325,095	736,085	421,487	444,075	5,766,183	487,047
Federal Revenue	-	-	-	-	-	7,505	117,178	-	26,737	16,889	59,769	19,497	317,749	70,174
Other State Revenue	31,333	30,149	32,205	212,031	72,008	68,295	729,436	63,235	52,320	228,723	127,441	234,227	1,931,343	49,940
Other Local Revenue	8,710	15,440	58,823	32,260	5,718	6,955	62,957	8,043	16,758	34,227	13,125	(926)	566,992	304,903
Fundraising & Grants	2,529	554	2,245	3,680	22,428	7,994	11,670	1,701	-	39,243	48,542	38,078	182,582	3,918
TOTAL REVENUE	**42,572**	**257,292**	**405,750**	**990,925**	**615,325**	**605,921**	**1,461,539**	**588,151**	**420,910**	**1,055,166**	**670,364**	**734,952**	**8,764,849**	**915,982**
EXPENSES														
Certificated Salaries	99,342	346,690	323,116	316,267	310,888	317,506	352,641	291,436	283,460	280,030	246,844	314,327	3,482,547	-
Classified Salaries	108,012	88,229	95,604	96,679	91,444	89,584	93,806	89,186	84,320	84,666	94,405	94,405	1,110,342	-
Employee Benefits	97,876	103,407	106,360	101,794	129,688	73,712	104,156	99,377	121,516	47,434	108,559	69,935	1,163,814	-
Books & Supplies	68,500	52,358	35,829	18,759	31,104	4,914	26,687	25,961	7,053	22,518	55,424	19,296	368,403	-
Services & Other Operating Expenses	179,892	229,664	262,890	127,052	255,126	159,632	140,282	436,043	188,118	119,213	351,323	297,302	2,782,318	35,782
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	1,228	6,094	150	150	520	-	495	1,319	106,171	(116,126)	-	-	-
TOTAL EXPENSES	**553,621**	**821,577**	**829,893**	**660,701**	**818,400**	**645,867**	**717,572**	**942,498**	**685,785**	**660,032**	**740,429**	**795,265**	**8,907,423**	**35,782**
Operating Cash Inflow (Outflow)	**(511,049)**	**(564,285)**	**(424,143)**	**330,224**	**(203,074)**	**(39,946)**	**743,967**	**(354,347)**	**(264,875)**	**395,134**	**(70,065)**	**(60,314)**	**(142,574)**	**880,200**
Accounts Receivable	592,452	374,637	189,179	46,295	44,642	34,908	35,387	160	-	96,658	21,162	21,162		
Other Current Assets	49,950	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(121,751)	9,612	40,018	1,676	451	(26,189)	(8,802)	26,335	(53,956)	(11,395)	32,687	-		
Other Current Liabilities	(477)	(1,400)	1,530	484	1,077	(90)	1,199	435	1,074	(13,373)	446	-		
Summer Holdback	(142,223)	21,067	18,282	18,592	16,785	16,738	13,023	16,726	10,593	16,065	-	-	-	
Deferred Revenue	-	-	-	-	(63,574)	-	(639,208)	-	-	-	-	-		
Ending Cash	**1,490,011**	**1,329,643**	**1,154,510**	**1,551,781**	**1,348,087**	**1,333,508**	**1,479,075**	**1,168,382**	**861,217**	**1,344,307**	**1,328,537**	**1,289,386**		

East Bay Innovation Academy
Balance Sheet
As of Apr FY2024

	Jun FY23	Apr FY24	Projected Jun FY24
ASSETS			
Cash Balance	1,623,111	1,344,307	1,289,386
Accounts Receivable	1,456,643	42,324	915,982
Other Current Assets	49,950	-	-
ROU Assets	143,609	143,609	143,609
TOTAL ASSETS	**3,273,312**	**1,530,240**	**2,348,976**
LIABILITIES & EQUITY			
Accounts Payable	111,313	(32,687)	35,782
Other Current Liabilities	52,705	43,164	43,610
Summer Holdback	142,575	148,222	148,222
Deferred Revenue	732,782	30,000	30,000
ROU Long-Term Liabilities	150,576	150,576	150,576
Beginning Net Assets	2,029,603	2,083,361	2,083,361
Net Income (Loss) to Date	53,759	(892,396)	(142,574)
TOTAL LIABILITIES & EQUITY	**3,273,312**	**1,530,239**	**2,348,976**

East Bay Innovation Academy
Multi-year Projection
As of Apr FY2024

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
SUMMARY				
Revenue				
LCFF Entitlement	5,766,183	6,181,844	6,800,079	7,009,390
Federal Revenue	317,749	190,748	198,398	203,980
Other State Revenues	1,931,343	1,133,563	1,154,068	1,185,247
Local Revenues	566,992	487,424	487,424	487,424
Fundraising and Grants	182,582	301,100	226,100	227,100
Total Revenue	**8,764,849**	**8,294,678**	**8,866,068**	**9,113,141**
Expenses				
Compensation and Benefits	5,756,702	5,605,887	5,897,303	6,092,715
Books and Supplies	368,403	389,229	371,818	382,972
Services and Other Operating Expenditures	2,782,318	2,223,915	2,256,888	2,250,033
Depreciation	-	-	-	-
Other Outflows	-	-	-	-
Total Expenses	**8,907,423**	**8,219,031**	**8,526,008**	**8,725,720**
Operating Income	**(142,574)**	**75,647**	**340,060**	**387,420**
Fund Balance				
Beginning Balance (Unaudited)	1,953,558	1,940,787	2,016,434	2,356,494
Audit Adjustment	129,803			
Beginning Balance (Audited)	2,083,361	1,940,787	2,016,434	2,356,494
Operating Income	(142,574)	75,647	340,060	387,420
Ending Fund Balance	**1,940,787**	**2,016,434**	**2,356,494**	**2,743,914**
Total Revenue Per ADA	18,211	16,536	16,666	17,130
Total Expenses Per ADA	18,507	16,386	16,026	16,402
Operating Income Per ADA	(296)	151	639	728
Fund Balance as a % of Expenses	22%	25%	28%	31%

East Bay Innovation Academy

Multi-year Projection
As of Apr FY2024

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
Key Assumptions				
Enrollment Breakdown				
6	94	80	90	90
7	80	90	90	90
8	108	80	90	90
9	61	80	75	75
10	78	65	75	75
11	53	80	65	65
12	33	53	75	75
Total Enrolled	**507**	**528**	**560**	**560**
ADA %				
4-6	96.1%	95.0%	95.0%	95.0%
7-8	94.6%	95.0%	95.0%	95.0%
9-12	94.7%	95.0%	95.0%	95.0%
Average ADA %	**94.9%**	**95.0%**	**95.0%**	**95.0%**
ADA				
4-6	90	76	86	86
7-8	178	162	171	171
9-12	213	264	276	276
Total ADA	**481**	**502**	**532**	**532**
Demographic Information				
CALPADS Enrollment (for unduplicated % calc)	500	528	560	560
# Unduplicated (CALPADS)	210	222	235	235
# Free & Reduced Lunch (CALPADS)	193	204	216	216
# ELL (CALPADS)	45	48	51	51
New Students	-	28	32	-

East Bay Innovation Academy
Multi-year Projection
As of Apr FY2024

		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
REVENUE					
LCFF Entitlement					
8011	Charter Schools General Purpose Entitlement - State Aid	3,931,453	4,269,730	4,772,079	4,981,390
8012	Education Protection Account Entitlement	96,260	100,320	106,400	106,400
8096	Charter Schools in Lieu of Property Taxes	1,738,470	1,811,794	1,921,600	1,921,600
	SUBTOTAL - LCFF Entitlement	**5,766,183**	**6,181,844**	**6,800,079**	**7,009,390**
Federal Revenue					
8181	Special Education - Entitlement	85,685	65,000	68,640	72,800
8220	Child Nutrition Programs	40,450	43,390	47,400	48,822
8291	Title I	64,077	64,077	64,077	64,077
8292	Title II	8,281	8,281	8,281	8,281
8294	Title IV	10,000	10,000	10,000	10,000
8297	PY Federal - Not Accrued	24,996	-	-	-
8299	All Other Federal Revenue	84,260	-	-	-
	SUBTOTAL - Federal Revenue	**317,749**	**190,748**	**198,398**	**203,980**
Other State Revenue					
8319	Other State Apportionments - Prior Years	66,429	-	-	-
8381	Special Education - Entitlement (State	452,503	445,567	471,706	471,706
8382	Special Education Reimbursement (State	38,577	39,983	42,406	42,406
8520	Child Nutrition - State	74,772	80,205	87,618	90,247
8545	School Facilities Apportionments	287,449	261,472	269,133	277,422
8550	Mandated Cost Reimbursements	17,740	17,132	19,869	21,555
8560	State Lottery Revenue	125,172	130,451	138,358	138,358
8590	All Other State Revenue	750,077	30,000	-	-
8591	Prop 28 Arts & Music in Schools	68,624	70,386	74,342	78,819
8593	ELOP	50,000	58,366	50,636	64,734
	SUBTOTAL - Other State Revenue	**1,931,343**	**1,133,563**	**1,154,068**	**1,185,247**
Local Revenue					
8660	Interest	4,496	4,496	4,496	4,496
8676	After School Program Revenue	42,840	50,000	50,000	50,000
8690	Other Local Revenue	125,523	50,000	50,000	50,000
8701	Oakland Measure N	300,133	300,133	300,133	300,133
8703	Oakland Measure G1	64,000	52,795	52,795	52,795
8704	Student Activities	30,000	30,000	30,000	30,000
	SUBTOTAL - Local Revenue	**566,992**	**487,424**	**487,424**	**487,424**
Fundraising and Grants					
8801	Donations - Parents	47,021	45,000	45,000	45,000
8802	Donations - Private	125,561	246,100	171,100	172,100
8803	Fundraising	10,000	10,000	10,000	10,000
	SUBTOTAL - Fundraising and Grants	**182,582**	**301,100**	**226,100**	**227,100**
TOTAL REVENUE		**8,764,849**	**8,294,678**	**8,866,068**	**9,113,141**

East Bay Innovation Academy
Multi-year Projection
As of Apr FY2024

		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	2,160,347	2,225,839	2,292,615	2,361,393
1103	Teacher - Substitute Pay	62,628	7,500	7,725	7,957
1148	Teacher - Special Ed	319,403	322,284	331,952	341,911
1160	Counselor	192,581	219,004	315,574	325,042
1300	Certificated Supervisor & Administrator Salaries	473,701	331,760	341,713	351,964
1311	Certificated Principals & Directors	273,888	409,760	422,053	434,714
	SUBTOTAL - Certificated Salaries	**3,482,547**	**3,516,147**	**3,711,632**	**3,822,981**
Classified Salaries					
2104	Classified Instructional Aides	372,806	326,674	336,475	346,569
2300	Classified Supervisor & Administrator Salaries	527,149	390,744	402,466	414,540
2400	Classified Clerical & Office Salaries	50,669	54,600	56,238	57,925
2402	Classified Operations	129,375	140,000	144,200	148,526
2928	Other Classified - Food	30,342	31,556	32,503	33,478
	SUBTOTAL - Classified Salaries	**1,110,342**	**943,574**	**971,881**	**1,001,038**
Employee Benefits					
3100	STRS	618,551	602,730	620,812	639,436
3300	OASDI-Medicare-Alternative	150,570	145,518	156,769	161,472
3400	Health & Welfare Benefits	331,264	336,406	371,969	401,727
3500	Unemployment Insurance	16,802	14,994	15,652	16,016
3600	Workers Comp Insurance	34,447	33,448	35,126	36,180
3900	Other Employee Benefits	12,180	13,070	13,462	13,866
	SUBTOTAL - Employee Benefits	**1,163,814**	**1,146,166**	**1,213,790**	**1,268,696**
Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	7,605	-	-	-
4200	Books & Other Reference Materials	5,000	5,150	5,305	5,464
4300	Materials & Supplies	10,000	35,000	36,050	37,132
4320	Educational Software	66,776	47,017	48,427	49,880
4330	Office Supplies	24,000	23,690	24,401	25,133
4352	Quest - After School	31,085	-	-	-
4353	Student Activities	10,000	10,300	10,609	10,927
4410	Classroom Furniture, Equipment & Supplies	7,755	47,988	8,227	8,474
4420	Computers: individual items less than $5k	58,305	62,542	68,322	70,372
4423	Staff Computers	10,200	10,506	10,821	11,146
4430	Non Classroom Related Furniture, Equipment & Supplies	5,100	5,253	5,411	5,573
4710	Student Food Services	122,577	131,484	143,636	147,945
4720	Other Food	10,000	10,300	10,609	10,927
	SUBTOTAL - Books and Supplies	**368,403**	**389,229**	**371,818**	**382,972**
Services & Other Operating Expenses					
5210	Conference Fees	17,240	17,240	17,240	17,240
5220	Travel and Lodging	8,670	8,670	8,670	8,670
5300	Dues & Memberships	25,000	25,750	26,523	27,318
5450	Insurance - Other	84,244	86,771	89,374	92,056
5515	Janitorial, Gardening Services & Supplies	156,750	161,453	166,296	171,285
5535	Utilities - All Utilities	103,632	106,741	109,943	113,241
5610	Rent	385,000	450,000	463,500	477,405
5611	Prop 39 Related Costs	153,323	157,923	162,660	167,540
5615	Repairs and Maintenance - Building	30,600	31,518	32,464	33,437

East Bay Innovation Academy
Multi-year Projection
As of Apr FY2024

		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
5803	Accounting Fees	25,442	18,525	19,515	20,565
5809	Banking Fees	2,550	2,627	2,705	2,786
5810	Intersession	49,428	5,000	5,150	5,305
5812	Business Services	157,229	175,000	180,250	185,658
5815	Consultants - Instructional	62,500	58,250	49,398	50,579
5820	Consultants - Non Instructional - Custom 1	9,000	25,000	-	-
5824	District Oversight Fees	57,662	63,673	72,142	76,593
5830	Field Trips Expenses	10,000	10,300	10,609	10,927
5834	Afterschool Program	-	128,400	132,252	136,220
5836	Fingerprinting	2,116	2,083	2,189	2,255
5839	Fundraising Expenses	2,102	2,165	2,230	2,297
5845	Legal Fees	179,560	81,947	84,405	86,937
5851	Marketing and Student Recruiting	20,000	19,761	20,353	20,964
5857	Payroll Fees	6,750	6,953	7,161	7,376
5861	Prior Yr Exp (not accrued	34,348	-	-	-
5863	Professional Development	40,000	41,200	42,436	43,709
5864	Credentialing Support	30,000	30,900	31,827	32,782
5865	Contracted Education Services - Student	51,970	74,015	74,015	-
5866	SPED MH Day/NPS Services	96,800	-	-	-
5869	Special Education Contract Instructors	130,000	133,900	137,917	142,055
5872	Special Education Encroachment	14,230	14,657	15,097	15,550
5874	Sports	16,320	16,810	17,314	17,833
5875	Staff Recruiting	45,153	7,354	7,575	7,802
5877	Student Activities	17,534	18,060	18,602	19,160
5878	Student Assessment	25,857	27,736	30,299	31,208
5880	Student Health Services	10,200	10,506	10,821	11,146
5881	Student Information System	50,336	54,256	52,719	54,300
5884	Substitutes	566,677	50,000	51,500	53,045
5887	Technology Services	70,355	64,020	65,940	67,918
5900	Communications	29,241	30,119	31,022	31,953
5915	Postage and Delivery	4,500	4,635	4,774	4,917
	SUBTOTAL - Services & Other Operating Exp.	**2,782,318**	**2,223,915**	**2,256,888**	**2,250,033**
Depreciation Expense					
	SUBTOTAL - Depreciation Expense	**-**	**-**	**-**	**-**
Other Outflows					
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**8,907,423**	**8,219,031**	**8,526,008**	**8,725,720**

Coversheet

Executive Director Updates

Section: V. Academic Excellence
Item: A. Executive Director Updates
Purpose: Discuss
Submitted by:
Related Material: Executive Director Board Report 6.12.24.pdf

Executive Director Report 6.12.24

1

End of Year Updates

Graduation

- 100% seniors graduated
  - 7 on A-G diploma
- 3 going to trade or military, 1 gap year
- All others plan to matriculate to 2 or 4 year school
- First ever candidate for California State Seal of Biliteracy

2

Staffing Update

Fully Staffed!

- New Principal
- Upper School
  - New ELA
  - New Math
  - New Math/Computer Science
  - New PE/Dual Enrollment Support
- Lower School
  - New Math
  - New PE/6th Foundations Elective

3

Enrollment Update

Coversheet

2024-2025 Staffing: Declaration of Need for Fully Qualified Educators

Section:	V. Academic Excellence
Item:	B. 2024-2025 Staffing: Declaration of Need for Fully Qualified Educators
Purpose:	Vote
Submitted by:	
Related Material:	cl500 072023 (2) - signed.pdf

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024-25

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: East Bay Innovation Academy District CDS Code: 61259

Name of County: Alameda County County CDS Code: 01

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/12/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

Miranda Thorman	Miranda Thorman	Executive Director
Name	*Signature*	*Title*
	510-577-9557	06/12/24
Fax Number	*Telephone Number*	*Date*

3400 Malcolm Ave. Oakland, CA 94605
Mailing Address

miranda.thorman@eastbayia.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	1
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	6
Special Education	
TOTAL	6

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	1
Dance		Science: Biological Sciences	
English	1	Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	1
Home Economics		Theater	
Industrial & Technology Education	1	World Languages (specify)	1- Spanish

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 1

If yes, list each college or university with which you participate in an internship program.

Alliant, Contra Costa

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

cl500 072023 (2)

Final Audit Report 2024-06-06

Created:	2024-06-06
By:	Bonita Herrera (bherrera@eastbayia.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA4vanN1O31FdiPSQG43Nfuyc0pRWRda3Y

"cl500 072023 (2)" History

Document created by Bonita Herrera (bherrera@eastbayia.org)
2024-06-06 - 7:17:49 PM GMT

Document emailed to Miranda Thorman (miranda.thorman@eastbayia.org) for signature
2024-06-06 - 7:19:07 PM GMT

Email viewed by Miranda Thorman (miranda.thorman@eastbayia.org)
2024-06-06 - 7:19:52 PM GMT

Document e-signed by Miranda Thorman (miranda.thorman@eastbayia.org)
Signature Date: 2024-06-06 - 7:20:09 PM GMT - Time Source: server

Agreement completed.
2024-06-06 - 7:20:09 PM GMT

Adobe Acrobat Sign

Coversheet

Student Outcomes Focused Governance Proposal

Section: V. Academic Excellence
Item: C. Student Outcomes Focused Governance Proposal
Purpose: Discuss
Submitted by:
Related Material: EBIA_ Interview Synopsis & Support Proposal (1).pdf

East Bay Innovation Academy
Interview Synopsis & Support Proposal

OVERVIEW

In preparing this synopsis and proposal, I visited with nearly each board member and the Executive Director (ED). This document provides a synopsis of what I heard in the interviews by describing areas of general consensus by Board members and areas where the Board has decisions to consider. This document also describes coaching recommendations for the Board and Governance Team based on what I heard.

INTERVIEW SYNOPSIS: WHAT WAS HEARD

What do you most want the school to accomplish and how will you measure success?

Consensus Points

- Board members expressed wanting EBIA to realize transformational outcomes for students, and the elimination of performance gaps between Black/Latinx students and White/Asian students. Board members want EBIA to move beyond being an OK or pretty good school, and become wildly successful.
    - I heard a variety of measures that may matter to the Board, including (in no particular order) state standardized tests and the CA School Dashboard indicators, graduation rates, A-G completion rates, evidence that students' skills match the EBIA graduate profile, college acceptance rates, college going rates, college completion rates, and other young adulthood life outcome indicators.
- Board members expressed wanting EBIA to thrive, with healthy enrollment waitlists and a strong staff culture. Board members shared about wanting a financially sustainable school, where along the way to high student outcomes, teachers and staff are cared for, are well, and EBIA is considered a premier employer.
    - Measurements here might include retention rates of high quality staff, surveys, number of high quality candidates for open roles, waitlist information, and staff and ED survey results and feedback. Multiple board members shared about wanting to secure a long term facility as an outcome they want the school to accomplish. One board member also emphasized the need to look at disaggregated information of students' sense of belonging.

Decision Points

- Board members want a *lot* for the school – which is understandable and laudable – while also sharing about being new and being less clear on the goals for the school. The work on creating and approving a clear set of priority student outcome goals is a top priority for the medium and longer terms. *What are 3-5 student outcome goals that EBIA wants to aim towards over the next 5-7 years?*

What do you most want the Board to accomplish and how will you measure success?

Consensus Points

- Board members want to accomplish a high level of support for Miranda, including a robust CEO evaluation with honest feedback that is supportive of professional growth.
    - This would be measured by Miranda reporting back to the Board afterwards how an evaluation specifically helped her and EBIA. Board members want to "hold up the mirror" for Miranda, and in turn, have Miranda hold it up for them.

- Multiple board members wanted to define the work of the board and align measures of success, but weren't yet sure how to do so during our conversation. Board members wanted to discuss further about goals for the *board*, particularly how those goals would clarify the school's overall unique educational offering to the community, and how those goals differ from or are similar to the goals of the *school*.
    - [Our coaching is that the Board adopts 3-5 student outcomes focused goals, and then assesses its own effectiveness in supporting progress against those goals using the SOFG quarterly and annual self evaluation.]

Decision Points
- Does the board want to move forward with the work of aligning to the SOFG Framework, including conducting an initial self assessment, and listening for the vision and values of the school community, and then clarifying that vision into an initial set of goals and those values into an initial set of guardrails?

What is the Board doing that's working?
Consensus Points
- Board members reported that the Board is engaged, members get along, and meet regularly, without issues of lacking quorum, or personality clashes. New board members are coming on, and board members engage in details and try to deeply understand what's happening at the school.
- Many board members shared that Shelley, in particular, has been "a powerhouse" and mega supporter of the board, Miranda, and the school.

Decision Points
- To what *end* is the board getting along, meeting regularly, and engaging in the details? Beyond legal compliance, does the Board want to support the outcomes of students by focusing on a few priority student outcome goals?

What is the Board doing that's not working?
Consensus Points
- Board members overall shared not doing much beyond participating in meetings, and can be a little bit passive. Sometimes board members aren't fully prepared for meetings. Board members want to contribute more, including supporting strategic planning, and helping clarify a "North Star" for the school.

Decision Points
- One board member shared that they felt the board needed to communicate better with students and families. How and how often does the Board want to directly engage with the community?

RECOMMENDED SUPPORT PROPOSAL

1. Clarify The School's Priorities
    a. If the School Board is not clear about the "why", no amount of well debated "how" is likely to make the difference. The lack of clarity about the priorities becomes the obstacle to progress for the board, the ED, and students. The School Board is the community's representative, not the ED. It is inappropriate for the Board to hire an ED and then ask the new ED what the community's priorities should be. To be clear, the

CEO may be a very helpful resource in this learning for the Board, but it is the Board's work to represent the community.

b. After listening for and clarifying the vision and values of the school community, we recommend the Board draft a set of 1-3 SMART goals about what students should know and be able to do. Then draft a set of 1-3 guardrails describing the community's non-negotiable values that must be honored along the way to accomplishing the goals.
c. This document describes what that process might look like.

2. Monitor Student Progress
    a. If the School Board doesn't focus it's time on monitoring progress toward the goals, the goals are unlikely to happen. Getting to this work seems to be the consensus of the Board.
    b. I recommend a coaching arrangement to assist the Board with improving its governance practices and that will allow the Board to focus more of its time on monitoring progress toward its goals for what children should know and be able to do.
    c. This document describes what that process might look like.

If the School Board is unanimously interested in our support with these next steps, I am prepared to move very quickly given the need. If that is not the case, we recommend that the EBIA Board find a partner that it *can* fully agree to work with. It is highly unlikely that any Board will quickly address its current challenges on its own.

PROPOSED TIMELINE

What follows is a high level, illustrative, outline of what a coaching timeline might look like. The goal of my coaching is for the EBIA board to achieve at least 80 out of 100 points on the SOFG Framework, as self-assessed by the Board. This is the time to negotiate this proposed timeline as part of our coaching agreement.

Task Status Indicators (far right column)

Not Started	Off Track	Slightly Off Track	On Track	Completed

1. Clarify The District Priorities
    - If the School Board is not clear about the "why", no amount of well debated "how" is likely to make the difference. The lack of clarity about the priorities is driving a lack of trust on the Board. In addition, the School Board is the community's representative, not the superintendent. It is inappropriate for the Board to hire a superintendent and then ask the new superintendent what the community's district-level priorities should be.
    - We recommend the Board first draft a set of 1-3 SMART goals about what students should know and be able to do. Then draft a set of 1-3 guardrails describing the community's non-negotiable values that must be honored.
    - This document describes what that process might look like.

2. Monitor Student Progress
    - If the School Board doesn't focus it's time on monitoring progress toward the goals, the goals are unlikely to happen.
    - We recommend a coaching arrangement to assist the Board with improving its

governance practices and that will allow the Board to focus more of its time on monitoring progress toward its goals for what children should know and be able to do.
    - This document describes what that process might look like.

August 2024

Activity	Description	Due Date	Owner	Status
Quarterly Self-Evaluation	The Board will conduct a quarterly self evaluation during open session of a public meeting.	8.31.24	Board	
Two Day Workshop	An initial two-day workshop hosted by a certified SOFG coach, and including additional interested local board members • To be done well, this workshop requires additional facilitation and participation from outside the EBIA Board, and so the timing is unknown		Board + CEO	

September 2024

Activity	Description	Due Date	Owner	Status
Engagement	The board listens for the vision and values of the community	9.30.24	Board	
Information Review	Board receives student data analysis to help understand high leverage, high need areas (root cause analysis, comprehensive student needs assessment, and/or similar research-based tool)	9.30.24	Exec. Dir.	

October 2024

Activity	Description	Due Date	Owner	Status
Goal Drafting	Board begins drafting no fewer than one and no more than five SMART goals, and guardrails on the CEO's authority and its own.	10.15.24	Board	
Interim Drafting	CEO drafts exactly 3 SMART Interim Goals for each draft Goal, and 3 SMART interim guardrails for each draft guardrail.	10.31.24	Exec. Dir.	

November 2024

Activity	Description	Due Date	Owner	Status
Board/Supt Calibration	The Chair and CEO will finalize alignment and measures, and draft a Monitoring Calendar.	11.15.24	Exec. Dir./Chair	
Engagement	The Board shares draft goals and guardrails with community	11.15.24	Board	
Goal Adoption	The Board adopts goals, guardrails, and the Monitoring Calendar.	11.30.24	Board	
Quarterly Self-Evaluation	The Board will conduct a quarterly self evaluation during open session of a public meeting.	11.30.24	Board	

January 2024

Activity	Description	Due Date	Owner	Status
Monitoring &	60 minute in-meeting training session on Monitoring and	1.15.25	Coach	

Evaluation Training	Evaluation			
Community Training	An opportunity to train the community about SOFG		All	

February 2024

Activity	Description	Due Date	Owner	Status
Begin Goal Monitoring	During board meetings	2.19.25	Board	
Plan Agenda Redesign	We use an Agenda Evaluation tool and a Time-Use tool	2.28.25	Chair/CEO	
Quarterly Self-Evaluation	The Board will conduct a quarterly self evaluation during open session of a public meeting.	2.28.25	Board	

March 2024

Activity	Description	Due Date	Owner	Status
Budget Training	30-60 minute in-meeting training session	3.19.25	All	
Implement Agenda Redesign		3.19.25	Chair/ CEO	

April - June 2024

Activity	Description	Due Date	Owner	Status
Annual Self Eval	The Board will conduct a quarterly self evaluation during open session of a public meeting.	5.31.25	Board	
Annual Supt Eval	The Board will conduct an annual superintendent evaluation specific to adopted goals and guardrails during open session.	08.15.25	Board	

Additional Reading About Governance