



East Bay Innovation Academy

Board Meeting

Date and Time

Wednesday June 11, 2025 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 5/19/2025 REGULAR Board Meeting	Approve Minutes	Brett van Zuiden	1 m
D. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)		Brett van Zuiden	15 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
II. Consent Agenda			8:18 PM

	Purpose	Presenter	Time
A. Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Brett van Zuiden	5 m

Consent Agenda Items:

- FY 26 EPA Spending Plan
- FY 26 EPA Spending Resolution
- Prop 28 Annual Report FY 25
- Prop 28 Certification FY 25
- Consolidated Application for Funding 25-26
- May Check Register
- EBIA Policy to Accept International Transcripts
- FIA Directory Sharing Agreement with Appendix A

B. EBIA Board Addition - Safia Omar	Vote	Brett van Zuiden	5 m
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EBIA's Executive Director proposes that Safia Omar be approved to serve on the EBIA Board of Directors effective June 11, 2025 upon certification of this board action. Their professional biography is as follows:

Safia Omar is a dedicated advocate for quality education, with 20 years of experience in social work, committed to enhancing student success and fostering meaningful collaboration between families and schools. As a multisystemic therapist, she specializes in supporting children and families, helping to strengthen relationships and promote social-emotional well-being. Throughout her career, she has worked to bridge the gap between parents and the school community, ensuring families have the resources and support they need to help students thrive. In her own children's schools, she has been an active member of the Parent-Teacher Association (PTA) and the Student Site Council. Ms. Omar holds a Bachelor's degree in Psychology with a minor in Sociology from the University of California, Santa Cruz, and a Master's degree from the Columbia School of Social Work. As a parent of three students at **EBIA**, she is enthusiastic about leveraging her expertise and parent perspective to collaborate with EBIA educators, parents, and community leaders to foster an inclusive and supportive learning environment for all students. She lives in Oakland, California, with her husband and three sons.

	Purpose	Presenter	Time
III. Approve Local Control and Accountability Plan			8:28 PM
The Board will review and approve the LCAP.			
A. Local Control Accountability Plan Review and Approval	Vote	Miranda Thorman	5 m
<ul style="list-style-type: none"> - Approve SY 25-26 Local Control Accountability Plan - Discuss and Approve Local Indicators 			
IV. Finance and Development			8:33 PM
Finance			
A. East Bay Innovation Academy - Finance Update 2025 - 2026 School Year budget review and approval	Vote	Jessika Welcome	20 m
V. Academic Excellence			8:53 PM
Academic Excellence			
A. Executive Director Updates	Discuss	Miranda Thorman	15 m
<ul style="list-style-type: none"> - End of Year Updates - Staffing and ETA Updates - Strategic Planning Updates/Summer Planning 			
B. 2025-2026 Staffing: Declaration of Need for Fully Qualified Educators	Vote	Miranda Thorman	5 m
2025 -2026 Staffing: Declaration of Need for Fully Qualified Educators			
VI. Facility Updates			9:13 PM
A. Facilities Updates	Discuss	Miranda Thorman	10 m
VII. School Governance and Other Matters			9:23 PM

	Purpose	Presenter	Time
A. Vote to Approve Board Meeting Dates through 2025 -2026 School Year July 2025 Summer Break 8:00 PM Wednesday, 8/20/2025 8:00 PM Wednesday, 9/17/2025 8:00 PM Wednesday, 10/15/2025 8:00 PM Wednesday, 11/19/2025 December 2025 Winter Break 8:00 PM Wednesday, 1/21/2026 8:00 PM Wednesday, 2/18/2026 8:00 PM Wednesday, 3/18/2026 8:00 PM Wednesday, 4/15/2026 8:00 PM Wednesday, 5/20/2026 8:00 PM Wednesday, 6/10/2026 - End of 2025/2026 School/Fiscal Year July 2026 Summer Break 8:00 PM Wednesday, 8/19/2026	Vote	Brett van Zuiden	5 m
B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items) Public comment is limited to a maximum of 3 minutes of comment time per speaker	FYI	Brett van Zuiden	10 m
VIII. Closing Items			9:38 PM
A. Adjourn Meeting	Vote	Brett van Zuiden	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-FY26 EPA Spending Plan-JW-20250603.pdf
FY26 EPA Spending Resolution.pdf
EBIA-Prop 28 Annual Report FY25.pdf
EBIA-Prop 28 Certification FY25-JW-20250113.pdf
EBIA-ConApp FY26.pdf
EBIA Board Policy to Accept International Transcripts.pdf
May AP Register.pdf
FIA_Oakland___East_Bay_Innovation_Academy_Directory_Sharing_MOU_25-26.pdf
Exhibit A_ School Directory Sharing.pdf

Education Protection Account (EPA) Spending Plan*

Estimated Expenditures July 1, 2025 - June 30, 2026

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Revenue & Expense
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$88,924
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$88,924
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		\$88,924

*Estimated EPA Spending is based on the CDE's estimated 2025-26 EPA Entitlement
Actual amount and expenses may be different than stated. Per Proposition 30, EPA funds
may not be used for salaries or benefits of administrators or any other administrative costs.

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies

received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the charter 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 the charter;

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

DATED:

Board Chair

ATTEST:

Board Secretary

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2024-25

Name: East Bay Innovation Academy
CDS Code: 01-61259-0129932
Charter School Number: 1620
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

EBIA used these funds to continue to pay for a certificated computer science educator in the middle school.

2. Number of full-time equivalent teachers (certificated). 1.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 224

6. Number of school sites providing arts education. 0

Date of Approval by Governing Board/Body 6/11/2025 12:00:00 AM

Annual Report Data URL

<https://eastbayia.org/about/board-materials>

Submission Date 6/3/2025 6:15:40 PM

Proposition 28: Arts and Music in Schools Funding Annual Certification Requirements

Name: East Bay Innovation Academy

CDS Code: 01-61259-0129932

Charter School Number: 1620

Allocation Year: 2024-25

As a condition of receipt of funds pursuant to [Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code \(EC\)](#) (Section 8820 et seq.), subdivision (g) of EC Section 8820 requires a local educational agency to annually certify to the following:

(1) Certify that all Arts and Music in Schools funds received in the current fiscal year will be used to provide arts education programs, and that Arts and Music in Schools funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in paragraph (3). For local educational agencies with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies, and materials, and arts educational partnership programs unless waived pursuant to subdivision (h) of EC Section 8820.

(2) Certify that such funds received in the current fiscal year will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.

(3) Certify that no more than 1 percent of funds received in the current fiscal year will be used for a local educational agency's administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

☒ **By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.**

Submission Date 1/13/2025 4:25:47 PM

East Bay Innovation Academy (01 61259 0129932)

Status: Certified

Saved by: Mike Pocrnich

Date: 6/3/2025 6:42 PM

2025–26 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/ca24assurance.toc.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	06/03/2025

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.

Report Date:6/3/2025

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East Bay Innovation Academy (01 61259 0129932)

Status: Certified
 Saved by: Mike Pocrnich
 Date: 6/3/2025 6:47 PM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Miranda Thorman
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/08/2023
Authorized Representative's Full Name	Miranda Thorman
Authorized Representative's Title	Executive Director

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California Department of Education**Consolidated Application**

East Bay Innovation Academy (01 61259 0129932)

Status: Certified
Saved by: Mike Pocrnich
Date: 6/3/2025 6:47 PM**2025–26 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
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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
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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

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2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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EBIA Board Policy on Acceptance of International Transcripts

1. Recognition of International Coursework:

East Bay Innovation Academy will consider coursework completed at international institutions for credit toward graduation requirements, provided it meets academic standards comparable to our curriculum.

2. Review and Approval Process:

All international transcripts will be reviewed for content, rigor, and grading equivalency. Final determination of credit eligibility will be made jointly by the **Director of College and Career** and the **Principal**, who will use their discretion and professional judgment to ensure consistency and fairness.

3. Documentation and Translation Requirements:

Official translated transcripts, course descriptions, and grading scale documentation must be provided by the student or their guardian to facilitate accurate evaluation.

4. Alignment with EBIA Graduation Standards:

Accepted credits may fulfill graduation requirements or be listed as elective credit, depending on alignment with EBIA's course expectations. In some cases, supplementary assessment or placement testing may be required.

This policy allows us to recognize the hard work and academic merit of international students, while maintaining the integrity of our academic standards and ensuring students are appropriately placed to succeed within our system.

ESP-CA
EdTec Network : East Bay Innovation Academy (EBIA)
A/P Register
May 1, 2025 - May 31, 2025

Account	Type	Date	Document Number	Vendor	Memo	Date Due	Billed	Paid	Balance
Accounts Payable									(\$34,679.54)
	Bill	5/2/25	1M1H-CNRX-G6R1	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$50.67		(\$34,730.21)
	Bill	5/2/25	1G1P-7H4X-6PJD	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$80.22		(\$34,810.43)
	Bill	5/2/25	1N6Q-C6RR-T4XX	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$149.86		(\$34,960.29)
	Bill	5/2/25	1RGK-QJJT-4V49	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$12.78		(\$34,973.07)
	Bill	5/2/25	1RMG-W94C-TH19	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$59.52		(\$35,032.59)
	Bill	5/2/25	1VMP-3G1M-13FL	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$116.84		(\$35,149.43)
	Bill	5/2/25	1VQ7-YPWX-VJQM	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$81.21		(\$35,230.64)
	Bill	5/2/25	1VXM-WKT1-TY19	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$113.55		(\$35,344.19)
	Bill	5/2/25	1XTQ-6X7F-33V4	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$285.25		(\$35,629.44)
	Bill	5/2/25	1XYM-NXT4-GVRK	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$49.91		(\$35,679.35)
	Bill	5/2/25	13GM-HYG7-6YQC	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$54.48		(\$35,733.83)
	Bill	5/2/25	16TN-LX6G-D9TL	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$265.05		(\$35,998.88)
	Bill	5/2/25	19Y6-RX7V-94C4	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$205.85		(\$36,204.73)
	Bill	5/2/25	196W-T9V3-YFCD	192331 Amazon Capital Acct #A1GDQTYJDVQ	Paid		\$109.38		(\$36,314.11)
	Bill	5/2/25	042425	177155 Diaz, Ernesto (€ Reimb: Decorations for	Paid		\$289.50		(\$36,603.61)
	Bill	5/2/25	CINV-00008859	47895 EdTec CustID# C-000246; Pos	Paid		\$38.45		(\$36,642.06)
	Bill	5/2/25	042325	78741 Fitts, Michelle (e Reimb: Controllers for I	Paid		\$1,755.31		(\$38,397.37)
	Bill	5/2/25	230339685	186083 GN Event Rent; Chair White Folding	Paid		\$712.50		(\$39,109.87)
	Bill	5/2/25	118250	184812 Scoot Education Services: 04/14 - 04/18/	Paid		\$1,890.00		(\$40,999.87)
	Bill	5/2/25	119152	184812 Scoot Education Services: 04/21 - 04/25/	Paid		\$1,890.00		(\$42,889.87)
	Bill	5/2/25	1008813	166317 The Education T 30-Day Permit & BA Or	Paid		\$1,439.36		(\$44,329.23)
	Bill	5/2/25	002	213399 Iconic Visions Photobooth rental	Paid		\$460.00		(\$44,789.23)
	Bill	5/2/25	1008814	166317 The Education TBA Only: 04/11/25	Paid		\$303.99		(\$45,093.22)
	Bill	5/2/25	0001	213012 Learn Like U Specialized Academic I	Paid		\$1,360.00		(\$46,453.22)
	Bill	5/2/25	1010648	166317 The Education TBA Only & BA CBEST:	Paid		\$1,935.98		(\$48,389.20)
	Bill	5/2/25	1010649	166317 The Education TBA Only: 04/14 - 04/18½	Paid		\$1,664.24		(\$50,053.44)
	Bill	5/2/25	73	132360 Lina's Janitorial Janitorial Service for U:	Paid		\$12,000.00		(\$62,053.44)
	Bill	5/2/25	CINV25048756	181498 TNTP, Inc TNTP will partner with	Paid		\$42,388.00		(\$104,441.44)
	Bill	5/2/25	822704599	51463 Vision Service PI Client ID: 30050552; Vi	Paid		\$679.07		(\$105,120.51)
	Bill	5/2/25	111524	213402 Long, Ruth (Par Reimb: Movie Night	Paid		\$68.39		(\$105,188.90)
	Bill	5/2/25	5942238-2216-6	115191 Waste Manager Cust# 15-00043-73002;	Paid		\$1,686.51		(\$106,875.41)
	Bill	5/2/25	9933883-2216-2	98131 Waste Managem Cust# 00513-38904; Op	Paid		\$744.02		(\$107,619.43)

Bill	5/2/25	127464	74774 Michaels Transp Trip# 438513; Bus Tran Paid	\$2,448.00		(\$110,067.43)
Bill	5/2/25	15480	47540 Law Offices of Yc Legal Services : 03/10 - Paid	\$1,698.50		(\$111,765.93)
Bill	5/2/25	INV22234	208168 Niche.com,Inc. K-12 Complete Packagi Paid	\$2,247.50		(\$114,013.43)
Bill	5/2/25	1	213403 Zoe November Musical Directing Servi Paid	\$750.00		(\$114,763.43)
Bill	5/2/25	419140111001	51097 Office Depot Acct# 16610744; Suppli Paid	\$160.68		(\$114,924.11)
Bill	5/2/25	419150652001	51097 Office Depot Acct# 16610744; Suppli Paid	\$61.91		(\$114,986.02)
Bill	5/2/25	420423032001	51097 Office Depot Acct# 16610744; Suppli Paid	\$430.89		(\$115,416.91)
Bill	5/2/25	041525	47928 PG&E Account No 405286560; Paid	\$6,437.50		(\$121,854.41)
Bill	5/2/25	IN81239876	130578 Zum Services, IField Trips Expenses Paid	\$1,839.29		(\$123,693.70)
Bill	5/2/25	64874163	211266 Robert Half Cust# 00340-10607000; Paid	\$1,934.71		(\$125,628.41)
Bill	5/2/25	64898711	211266 Robert Half Cust# 00340-10607000; Paid	\$1,959.20		(\$127,587.61)
Bill Payment	5/2/25	9378	192331 Amazon Capital Services		\$1,634.57	(\$125,953.04)
Bill Payment	5/2/25	9379	177155 Diaz, Ernesto (ee)		\$289.50	(\$125,663.54)
Bill Payment	5/2/25	9380	47895 EdTec		\$38.45	(\$125,625.09)
Bill Payment	5/2/25	9381	78741 Fitts, Michelle (ee)		\$1,755.31	(\$123,869.78)
Bill Payment	5/2/25	9382	186083 GN Event Rental		\$712.50	(\$123,157.28)
Bill Payment	5/2/25	ACH5011	179830 Hands-On Technology		\$29,200.00	(\$93,957.28)
Bill Payment	5/2/25	9383	213399 Iconic Visions		\$460.00	(\$93,497.28)
Bill Payment	5/2/25	9384	47540 Law Offices of Young, Minney & Corr, LLP (1099-7)		\$1,698.50	(\$91,798.78)
Bill Payment	5/2/25	ACH5012	213012 Learn Like U		\$1,360.00	(\$90,438.78)
Bill Payment	5/2/25	9385	132360 Lina's Janitorial Services		\$12,000.00	(\$78,438.78)
Bill Payment	5/2/25	9386	213402 Long, Ruth (Parent/Vol)		\$68.39	(\$78,370.39)
Bill Payment	5/2/25	9387	74774 Michaels Transportation (S Corp)		\$2,448.00	(\$75,922.39)
Bill Payment	5/2/25	9388	208168 Niche.com,Inc.		\$2,247.50	(\$73,674.89)
Bill Payment	5/2/25	9389	51097 Office Depot		\$653.48	(\$73,021.41)
Bill Payment	5/2/25	9390	47928 PG&E		\$6,437.50	(\$66,583.91)
Bill Payment	5/2/25	ACH5013	211266 Robert Half		\$3,893.91	(\$62,690.00)
Bill Payment	5/2/25	ACH5014	184812 Scoot Education Inc.		\$11,160.00	(\$51,530.00)
Bill Payment	5/2/25	9391	166317 The Education Team		\$5,343.57	(\$46,186.43)
Bill Payment	5/2/25	9392	51463 Vision Service Plan - (VSP)		\$679.07	(\$45,507.36)
Bill Payment	5/2/25	9393	98131 Waste Management (Cust# 00513-38904)		\$744.02	(\$44,763.34)
Bill Payment	5/2/25	9394	115191 Waste Management (Cust# 3002)		\$1,686.51	(\$43,076.83)
Bill Payment	5/2/25	9395	213403 Zoe November Cronin		\$750.00	(\$42,326.83)
Bill Payment	5/2/25	ACH5015	130578 Zum Services, Inc.		\$1,839.29	(\$40,487.54)
Bill	5/19/25	June 2025	106674 Golden Gate Ac SY 24-25 Monthly use fi Paid	\$37,500.00		(\$77,987.54)
Bill Payment	5/19/25	9396	106674 Golden Gate Academy		\$37,500.00	(\$40,487.54)
Bill	5/22/25	PERM-2678A	184812 Scoot Education Replacement payment i Paid	\$10,000.00		(\$50,487.54)
Bill	5/22/25	110835A	184812 Scoot Education Replacement payment i Paid	\$1,134.00		(\$51,621.54)
Bill	5/22/25	1J4Q-91TC-XYHQ	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$122.35		(\$51,743.89)
Bill	5/22/25	1J4W-DTP1-Y4T4	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$149.93		(\$51,893.82)
Bill	5/22/25	1JTY-V1NJ-HG1D	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$199.65		(\$52,093.47)
Bill	5/22/25	1KV3-7RG4-WVNX	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$37.46		(\$52,130.93)
Bill	5/22/25	1LGR-C3FW-LQLX	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$76.88		(\$52,207.81)

Bill	5/22/25	1N9L-QRN1-D7FK	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$19.81	(\$52,227.62)
Bill	5/22/25	1PLV-6KG7-DLMG	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$87.63	(\$52,315.25)
Bill	5/22/25	1VK4-WX1G-DMNK	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$157.77	(\$52,473.02)
Bill	5/22/25	1WYJ-FNPX-QRCH	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$45.19	(\$52,518.21)
Bill	5/22/25	1YM6-GKR7-LJHF	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$9.42	(\$52,527.63)
Bill	5/22/25	11TK-MMMV-7MXC	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$19.82	(\$52,547.45)
Bill	5/22/25	16TF-FHTT-964Q	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$89.74	(\$52,637.19)
Bill	5/22/25	19XL-73PL-D6M7	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$106.51	(\$52,743.70)
Bill	5/22/25	196G-P67P-46YH	192331 Amazon Capital Acct #A1GDQTYJDVQ Paid	\$38.55	(\$52,782.25)
Bill	5/22/25	000023481181	106388 AT&T (BAN# 2- Acct# 9391062435; Inter Paid	\$639.92	(\$53,422.17)
Bill	5/22/25	000023491720	136259 AT&T (#6883) Acct# 9391066883; Inter Paid	\$639.92	(\$54,062.09)
Bill	5/22/25	34067	195099 Bay Area Office Cust #EBIAMTN; Matei Paid	\$631.21	(\$54,693.30)
Bill	5/22/25	34068	195099 Bay Area Office Cust #EBIAMTN; Matei Paid	\$493.91	(\$55,187.21)
Bill	5/22/25	051225	214240 BH 3500 Mount: Renting Facility for High Paid	\$2,500.00	(\$57,687.21)
Bill	5/22/25	1228	203852 Building 21 Yearly Licensing Fee fo Paid	\$13,750.00	(\$71,437.21)
Bill	5/22/25	23149	71320 Christy White As 2023-24 Tax Services: : Paid	\$2,000.00	(\$73,437.21)
Bill	5/22/25	051525	51452 East Bay Municip Acct# 49867400001; W: Paid	\$2,145.97	(\$75,583.18)
Bill	5/22/25	CINV-00009129	47895 EdTec CustID# C-000246; EdT Paid	\$15,808.33	(\$91,391.51)
Bill	5/22/25	7	210053 Fred Finch Youth NonPublic School/Agen Paid	\$5,470.02	(\$96,861.53)
Bill	5/22/25	230339692	186083 GN Event Rental Chair White Folding Paid	\$1,337.50	(\$98,199.03)
Bill	5/22/25	10084	179830 Hands-On Tech After-School Services 2 Paid	\$1,750.00	(\$99,949.03)
Bill	5/22/25	29063	158937 HopSkipDrive, IField Trip; 04/01 - 04/30 Paid	\$3,276.24	(\$103,225.27)
Bill	5/22/25	1144912252	158776 isolved Benefit \$ C10007972; FBA Month Paid	\$73.50	(\$103,298.77)
Bill	5/22/25	809412438673	50991 Kaiser Foundation Customer ID: 80941243 Paid	\$30,427.79	(\$133,726.56)
Bill	5/22/25	0002	213012 Learn Like U Specialized Academic I Paid	\$1,360.00	(\$135,086.56)
Bill	5/22/25	0003	213012 Learn Like U Specialized Academic I Paid	\$1,360.00	(\$136,446.56)
Bill	5/22/25	75	132360 Lina's Janitorial Janitorial Service for U: Paid	\$12,000.00	(\$148,446.56)
Bill	5/22/25	051425	139221 Marzec, Michael Reimb:Tape, Paint, brush: Paid	\$284.51	(\$148,731.07)
Bill	5/22/25	127653	74774 Michaels Transport Trip# 438512; Bus Transport Paid	\$2,680.00	(\$151,411.07)
Bill	5/22/25	INV20853	208168 Niche.com, Inc. K-12 Complete Package Paid	\$2,247.50	(\$153,658.57)
Bill	5/22/25	050925	201936 Offenberg, Sam Reimb: Snacks: Nabisco Paid	\$108.35	(\$153,766.92)
Bill	5/22/25	420852473001	51097 Office Depot Acct# 16610744; Supplies Paid	\$70.20	(\$153,837.12)
Bill	5/22/25	420865861001	51097 Office Depot Acct# 16610744; Supplies Paid	\$166.36	(\$154,003.48)
Bill	5/22/25	421893148001	51097 Office Depot Acct# 16610744; Supplies Paid	\$63.59	(\$154,067.07)
Bill	5/22/25	422518706001	51097 Office Depot Acct# 16610744; Supplies Paid	\$129.73	(\$154,196.80)
Bill	5/22/25	279232385	180900 Orkin Account #36504571; Pest Paid	\$178.00	(\$154,374.80)
Bill	5/22/25	EBIARENT25D	52884 Oakland Unified : 2024-25 Facility Fees (: Paid	\$31,268.00	(\$185,642.80)
Bill	5/22/25	051425	47928 PG&E Account No 405286560: Paid	\$4,288.07	(\$189,930.87)
Bill Payment	5/22/25	9397	181498 TNTP, Inc		\$42,388.00 (\$147,542.87)
Bill Payment	5/22/25	ACH5016	184812 Scoot Education Inc.		\$11,134.00 (\$136,408.87)
Bill	5/23/25	15D0035832427	108665 Ready Refresh Acct #0035832427; Mail Paid	\$163.29	(\$136,572.16)
Bill	5/23/25	006776-C001339	75203 Revolution Foods Cust #C001339; Food S Paid	\$15,218.62	(\$151,790.78)
Bill	5/23/25	CD_001102465	110058 RingCentral Inc Customer ID: 11840990 Paid	\$743.38	(\$152,534.16)

Bill	5/23/25	64948923	211266 Robert Half	Cust# 00340-10607000(Paid	\$1,959.20		(\$154,493.36)
Bill	5/23/25	64977956	211266 Robert Half	Cust# 00340-10607000(Paid	\$1,955.28		(\$156,448.64)
Bill	5/23/25	64981432	211266 Robert Half	Cust# 00340-10607000(Paid	\$1,567.36		(\$158,016.00)
Bill	5/23/25	120224	184812 Scoot Education Services:	04/28 - 05/02/ Paid	\$1,890.00		(\$159,906.00)
Bill	5/23/25	121358	184812 Scoot Education Services:	05/05 - 05/09/ Paid	\$1,856.00		(\$161,762.00)
Bill	5/23/25	121738	184812 Scoot Education Services:	05/05 - 05/09/ Paid	\$2,260.00		(\$164,022.00)
Bill	5/23/25	122511	184812 Scoot Education Services:	05/12 - 05/16/ Paid	\$1,890.00		(\$165,912.00)
Bill	5/23/25	122836	184812 Scoot Education Services:	05/12 - 05/16/ Paid	\$2,178.00		(\$168,090.00)
Bill	5/23/25	123226	184812 Scoot Education Services:	05/15 - 05/16/ Paid	\$822.00		(\$168,912.00)
Bill	5/23/25	2025-073	169864 TechaBee, Inc	Enterprise Services; 07 Paid	\$9,000.00		(\$177,912.00)
Bill	5/23/25	1012680	166317 The Education TBA Only:	04/24 - 04/25/2 Paid	\$553.77		(\$178,465.77)
Bill	5/23/25	1012681	166317 The Education TBA Only:	04/24 - 04/25/2 Paid	\$1,197.64		(\$179,663.41)
Bill	5/23/25	1014800	166317 The Education TBA Only:	04/30 - 05/02/2 Paid	\$999.86		(\$180,663.27)
Bill	5/23/25	1014801	166317 The Education TBA Only:	04/30 - 05/02/2 Paid	\$1,585.86		(\$182,249.13)
Bill	5/23/25	1016985	166317 The Education TBA Only:	05/05 - 05/06/2 Paid	\$564.02		(\$182,813.15)
Bill	5/23/25	1016986	166317 The Education TBA Only:	05/05 - 05/06/2 Paid	\$3,303.57		(\$186,116.72)
Bill	5/23/25	2024-2025.372	77402 The Phillips Acad	EC Tuition & Individual Paid	\$3,993.00		(\$190,109.72)
Bill	5/23/25	BSELP-EBIA1	214319 University Of C	Individual Leadership C Paid	\$6,400.00		(\$196,509.72)
Bill	5/23/25	822901332	51463 Vision Service Pl	Client ID: 30050552; Vis Paid	\$707.49		(\$197,217.21)
Bill	5/23/25	5034238648	193599 Wells Fargo Ve	Cust# 1055852811; Lea Paid	\$292.16		(\$197,509.37)
Bill	5/23/25	16010	47540 Law Offices of Yr	Legal Services : 04/11/2 Paid	\$237.00		(\$197,746.37)
Bill	5/23/25	2	213403 Zoe November	Musical Directing Servi Paid	\$750.00		(\$198,496.37)
Bill	5/23/25	IN47564832	130578 Zum Services, I	Field Trips Expenses Paid	\$1,836.00		(\$200,332.37)
Bill Payment	5/23/25	9398	192331 Amazon Capital Services			\$1,160.71	(\$199,171.66)
Bill Payment	5/23/25	9399	136259 AT&T (#6883)			\$639.92	(\$198,531.74)
Bill Payment	5/23/25	9400	106388 AT&T (BAN# 2435)			\$639.92	(\$197,891.82)
Bill Payment	5/23/25	9401	195099 Bay Area Office Systems			\$1,125.12	(\$196,766.70)
Bill Payment	5/23/25	ACH5017	214240 BH 3500 Mountain Boulevard, LLC			\$2,500.00	(\$194,266.70)
Bill Payment	5/23/25	9402	203852 Building 21			\$13,750.00	(\$180,516.70)
Bill Payment	5/23/25	9403	71320 Christy White Associates (1099-7)			\$2,000.00	(\$178,516.70)
Bill Payment	5/23/25	9404	51452 East Bay Municipal Utility District (EBMUD)			\$2,145.97	(\$176,370.73)
Bill Payment	5/23/25	9405	47895 EdTec			\$15,808.33	(\$160,562.40)
Bill Payment	5/23/25	9406	210053 Fred Finch Youth Center			\$5,470.02	(\$155,092.38)
Bill Payment	5/23/25	9407	186083 GN Event Rental			\$1,337.50	(\$153,754.88)
Bill Payment	5/23/25	ACH5018	179830 Hands-On Technology			\$1,750.00	(\$152,004.88)
Bill Payment	5/23/25	9408	158937 HopSkipDrive, Inc			\$3,276.24	(\$148,728.64)
Bill Payment	5/23/25	9409	158776 isolved Benefit Services			\$73.50	(\$148,655.14)
Bill Payment	5/23/25	9410	50991 Kaiser Foundation Health Plan			\$30,427.79	(\$118,227.35)
Bill Payment	5/23/25	9411	47540 Law Offices of Young, Minney & Corr, LLP (1099-7)			\$237.00	(\$117,990.35)
Bill Payment	5/23/25	ACH5019	213012 Learn Like U			\$2,720.00	(\$115,270.35)
Bill Payment	5/23/25	ACH5020	132360 Lina's Janitorial Services			\$12,000.00	(\$103,270.35)
Bill Payment	5/23/25	9412	139221 Marzec, Michael (ee)			\$284.51	(\$102,985.84)
Bill Payment	5/23/25	9413	74774 Michaels Transportation (S Corp)			\$2,680.00	(\$100,305.84)

Bill Payment	5/23/25	9414	208168 Niche.com, Inc.	\$2,247.50	(\$98,058.34)
Bill Payment	5/23/25	9415	52884 Oakland Unified School District	\$31,268.00	(\$66,790.34)
Bill Payment	5/23/25	9416	201936 Offenberg, Sam (ee)	\$108.35	(\$66,681.99)
Bill Payment	5/23/25	9417	51097 Office Depot	\$429.88	(\$66,252.11)
Bill Payment	5/23/25	9418	180900 Orkin	\$178.00	(\$66,074.11)
Bill Payment	5/23/25	9419	47928 PG&E	\$4,288.07	(\$61,786.04)
Bill Payment	5/23/25	9420	108665 Ready Refresh (Acct# 2427)	\$163.29	(\$61,622.75)
Bill Payment	5/23/25	9421	75203 Revolution Foods, Inc. (C Corp)	\$15,218.62	(\$46,404.13)
Bill Payment	5/23/25	ACH5021	110058 RingCentral Inc. (Cust# 9019) (C Corp)	\$743.38	(\$45,660.75)
Bill Payment	5/23/25	ACH5022	211266 Robert Half	\$5,481.84	(\$40,178.91)
Bill Payment	5/23/25	ACH5023	184812 Scoot Education Inc.	\$10,896.00	(\$29,282.91)
Bill Payment	5/23/25	9422	169864 TechaBee, Inc	\$9,000.00	(\$20,282.91)
Bill Payment	5/23/25	9423	166317 The Education Team	\$8,204.72	(\$12,078.19)
Bill Payment	5/23/25	9424	77402 The Phillips Academy (501c3)	\$3,993.00	(\$8,085.19)
Bill Payment	5/23/25	9425	214319 University Of California, Berkeley	\$6,400.00	(\$1,685.19)
Bill Payment	5/23/25	9426	51463 Vision Service Plan - (VSP)	\$707.49	(\$977.70)
Bill Payment	5/23/25	9427	193599 Wells Fargo Vendor Financial Services, LLC	\$292.16	(\$685.54)
Bill Payment	5/23/25	9428	213403 Zoe November Cronin	\$750.00	\$64.46
Bill Payment	5/23/25	ACH5024	130578 Zum Services, Inc.	\$1,836.00	\$1,900.46
AP - District Prior Year Prop Tax Adjustment					(\$27,401.00)
Total - AP - District Prior Year Prop Tax Adjustment				\$0.00	\$0.00
Total - Accounts Payable				\$343,774.90	\$380,354.90
Total				\$343,774.90	\$380,354.90

AGREEMENT FOR THE RELEASE OF DIRECTORY INFORMATION

This Agreement for the Release of Directory Information ("Agreement") is entered into as of July 1, 2025 ("Effective Date") by and between Families in Action for Quality Education ("FIA"), a California nonprofit benefit corporation, and _____ a California nonprofit public benefit corporation operating _____ ("Charter School").

RECITALS

WHEREAS, FIA is a nonprofit benefit corporation that provides support services to schools and advances quality education in Oakland.

WHEREAS, FIA seeks to conduct a neutral voter registration drive (the "Project") in the Oakland area. A detailed description of the Project is attached in Exhibit A.

WHEREAS, FIA, as part of the Project, seeks to obtain contact information for families within the Oakland area.

WHEREAS, the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) defines "directory information" as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed and typically includes a student's name, address, telephone listing and electronic mail address.

WHEREAS, subject to the requirements of annual FERPA notification by schools to parents, information designated as directory information may be disclosed upon request without written parental consent.

WHEREAS, FIA seeks to obtain directory information from Charter School.

NOW, THEREFORE, the Parties agree as follows:

AGREEMENT

1. Term of the Agreement. The term of this Agreement will commence on the Effective Date, and the Agreement will remain in effect until terminated by one or more of the Parties, as provided in Section 11 of this Agreement.
2. Disclosure of Directory Information. Charter School will provide FIA with the following directory information:
 - Parent first and last name,
 - Parent mailing address,

- Parent email address,
 - Parent phone number, and
 - Primary language.
3. Use of Directory Information. FIA shall maintain and use the disclosed directory information exclusively for the Project.
 4. No Commercial Advertising. FIA shall not use the disclosed directory information to engage in commercial targeted advertising.
 5. No Disclosure to Profitmaking Entity. FIA shall not redisclose the disclosed directory information to a private profitmaking entity.
 6. Destruction or Return of Directory Information. FIA shall immediately destroy or return all directory information provided by Charter School pursuant to this Agreement upon request or upon the termination of this Agreement.
 7. Compliance with Applicable Laws. FIA shall adhere to all applicable federal, state, and local laws and regulations in its use of the directory information disclosed by Charter School pursuant to this Agreement.
 8. FERPA Compliance. Charter School acknowledges its duty to comply with all applicable FERPA requirements and regulations for protecting Personally Identifiable Information as defined by 34 CFR § 99.3.
 9. Termination. Either Party may terminate this Agreement upon thirty (30) days written notice to the other Party. For purposes of this Agreement, written notice shall be provided as follows:

To FIA:

Kimi Kean, Chief Executive Officer
Families in Action for Quality Education
333 Hegenberger Road, Suite 750
Oakland, CA 94621
kimi.kean@fiaoakland.org
510-798-9163

Charter Network Name

Contact Name, Title

Address

Email Address

Phone Number

10. Limitation of Liability. Neither party shall be liable to the other party or to any person claiming rights derived from the other party's rights, for indirect, incidental, consequential, special, punitive or exemplary damages of any kind, as a result of breach of any term of this Agreement, regardless of whether the party allegedly liable was advised, had reason to know or in fact knew of the possibility thereof.
11. Indemnification. FIA shall hold harmless and indemnify Charter School, including its directors, officers, employees, agents and related entities, against, any loss, liability or expense incurred without gross negligence, willful misconduct or bad faith on Charter School's part, arising out of or in connection with the performance of its duties hereunder, including the reasonable costs and expenses of defending itself against or investigating any claim or potential liability in connection with the exercise or performance of any of its powers or duties hereunder. Indemnification shall extend to claims and liabilities arising under FERPA and other state and federal laws in connection with the disclosure of directory information pursuant to this Agreement.
12. No Agency Relationship. Neither Party is the agent of the other Party nor does either Party have any power to bind the other Party or to assume or to create any obligation of responsibility, express or implied, on behalf of the other Party in the other Party's name. The Agreement shall not be construed as creating a partnership or any other form of legal association which would impose liability upon one Party for the act or failure to act of the other Party.
13. Amendment. This Agreement may only be modified by a written agreement between and signed by both Parties indicating the intent to modify this Agreement.
14. Entire Agreement. This Agreement constitutes the entire agreement between the Parties concerning the subject matter hereof and supersedes any previous oral or written statements or agreements concerning the subject matter hereof. The introduction and recitals contained herein are hereby incorporated by this reference and are binding upon the Parties hereto.

15. Governing Law. This Agreement is a contract entered into and shall be construed and interpreted in accordance with the laws of the State of California.
16. Severability. If a court of competent jurisdiction deems any provision of this Agreement invalid, illegal, or unenforceable, then that determination shall not invalidate or render unenforceable any other provision of this Agreement.
17. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
18. Authority: Each signatory to this Agreement represents and warrants that he or she is authorized to sign this Agreement on behalf of the Party for which he or she is signing, and thereby to bind that Party fully to the terms of this Agreement.

I have reviewed the Agreement For The Release Of Directory Information). On behalf of _____ (Charter Network), we are opting into
AGREEMENT FOR THE RELEASE OF DIRECTORY INFORMATION

Signature: _____ Date: _____

Printed Name: _____

Title: _____

On behalf of Families in Action for Quality Education

Signature: _____ Date: _____

Printed Name: Kimi Kean

Title: Chief Executive Officer

EXHIBIT A: NEUTRAL VOTER REGISTRATION DRIVE

FIA seeks to conduct a non-partisan, neutral voter registration drive in the Oakland area in order to increase the participation of eligible Oakland voters in Oakland elections.

The targeted voter groups include parents of Oakland students, youth voters aged 16 or 17, youth aged 18+.

The registration drive will include disseminating neutral, non-partisan, information via emails, newsletters, blogs, digital media and through in person engagement including:

- Why voting is important to parent/students' self interest
- How voting relates to access to quality education
- How to register to vote or pre-register to vote
- Who is eligible to vote
- How to make a plan to vote
- How to vote and where to vote
- Which districts have elections in the cycle and how to know what district you live in
- Who is running in each election and neutral descriptions of their experiences, platform and policies

In addition, the voter registration drive will include providing training for parent, youth and staff leaders to assist in leading these efforts at school sites, in collaboration with school leaders. Neutral voter registration and education engagements will also be hosted at school sites.

The school directory information is also used to disseminate invitations to candidate forums.

The voter registration drive will incorporate a focus on registering and activating both eligible parent voters and eligible youth voters. High schools will have the opportunity to be trained to implement the FIA youth voter curriculum.

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:
EBIA 2025 Local Control Accountability Plan.pdf
2025_Local_Indicator_Self-Reflection_24-25_Indicators_East_Bay_Innovation_Academy_20250604.pdf



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Bay Innovation Academy

CDS Code: 01-61259-0129932

School Year: 2025-26

LEA contact information:

Miranda Thorman

Executive Director

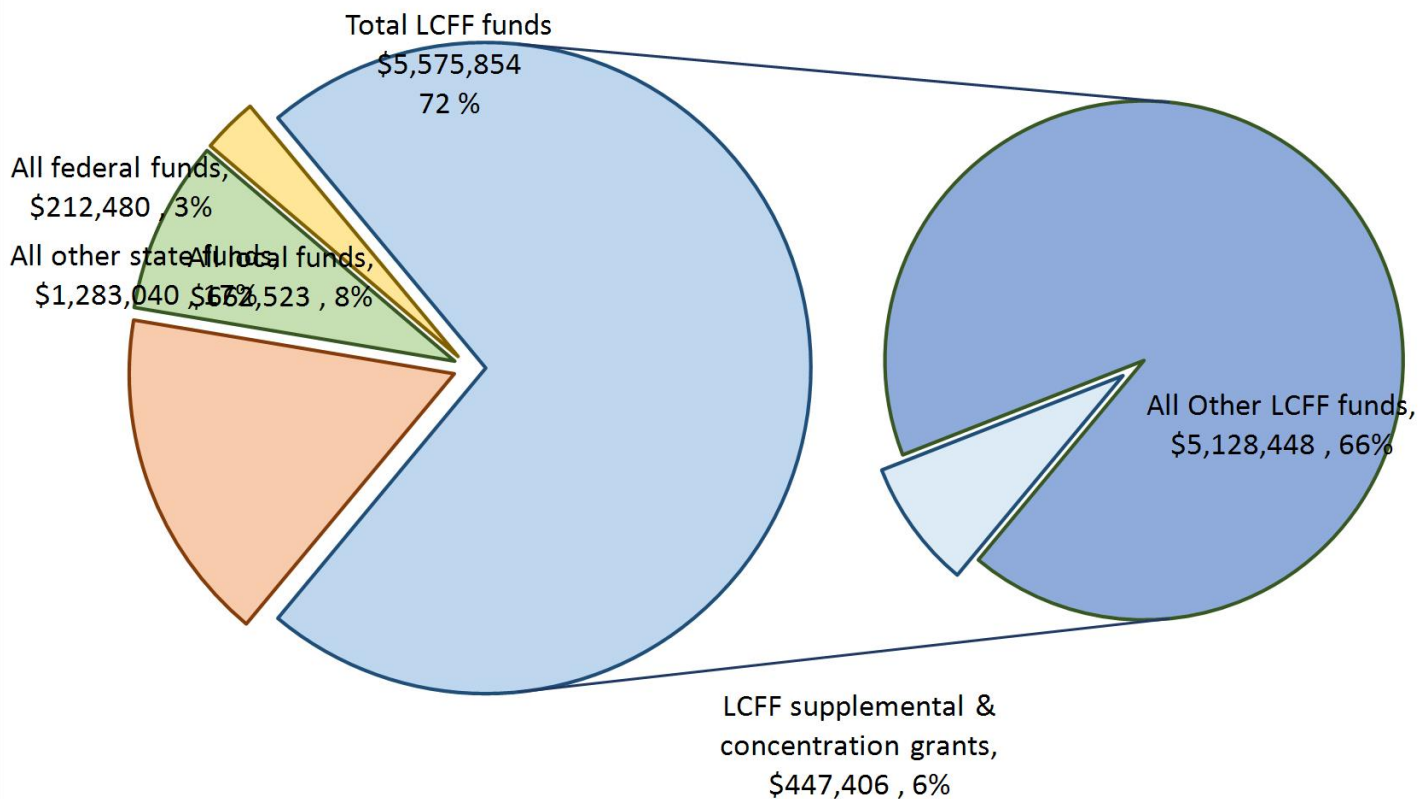
miranda.thorman@eastbayia.org

510-577-9557

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

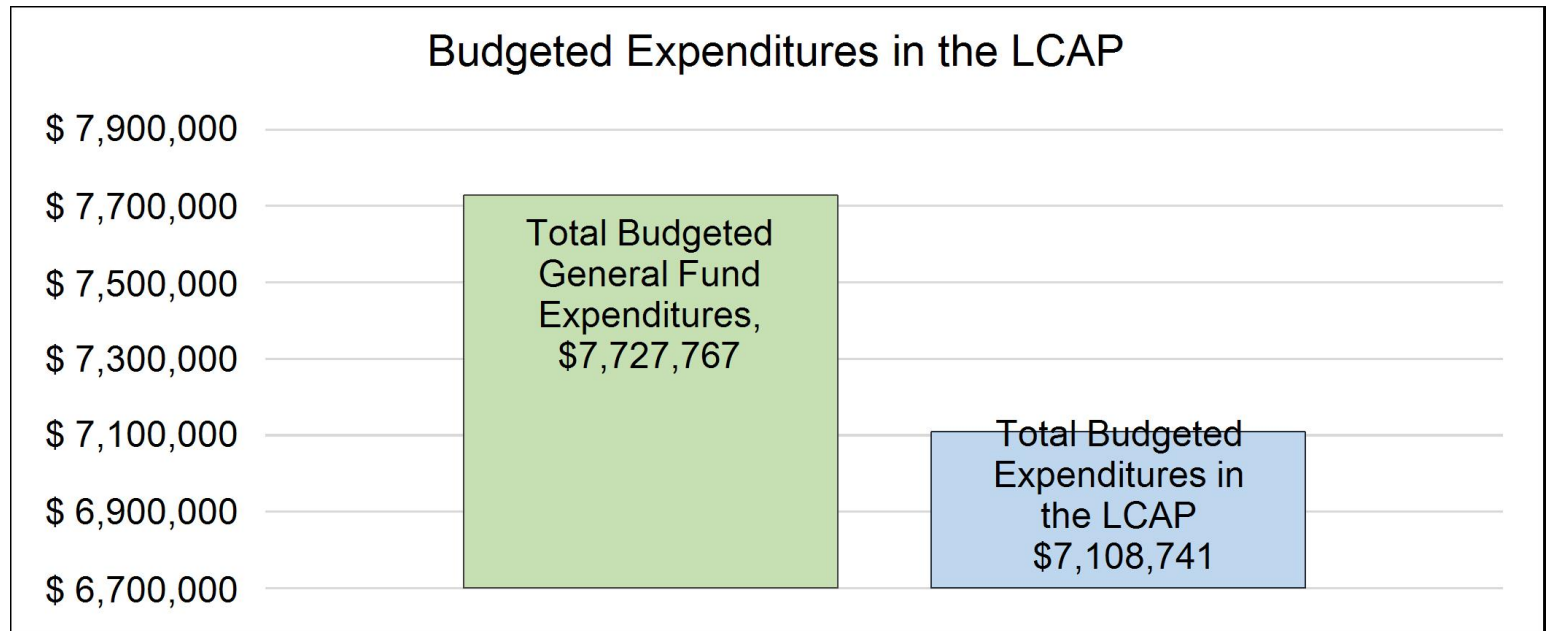


This chart shows the total general purpose revenue East Bay Innovation Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Bay Innovation Academy is \$7,733,897, of which \$557,585 is Local Control Funding Formula (LCFF), \$1,283,040 is other state funds, \$662,523 is local funds, and \$212,480 is federal funds. Of the \$557,585 in LCFF Funds, \$447,406 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much East Bay Innovation Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: East Bay Innovation Academy plans to spend \$7,727,767 for the 2025-26 school year. Of that amount, \$7,108,741 is tied to actions/services in the LCAP and \$619,026 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

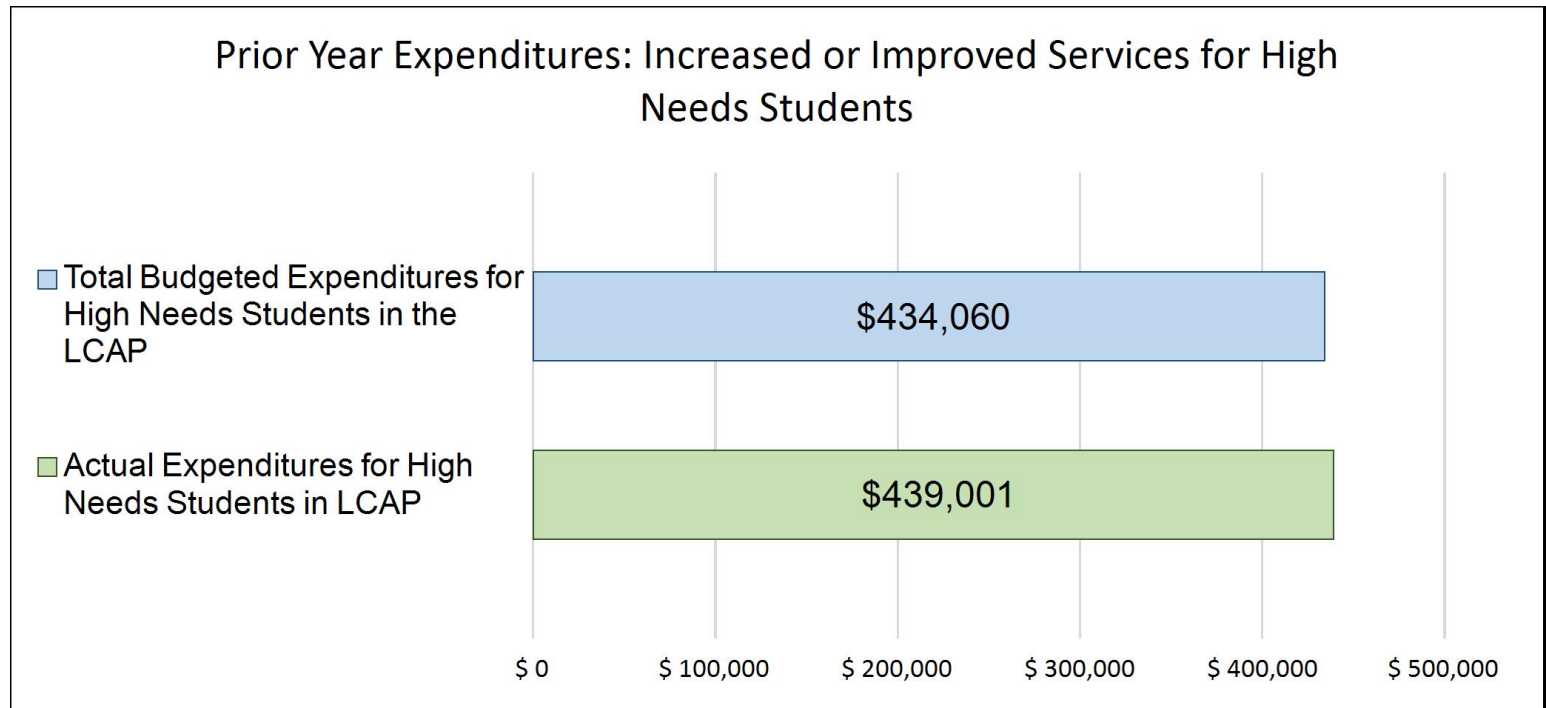
Other general fund budget expenditures not included in the LCAP include miscellaneous business and services expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, East Bay Innovation Academy is projecting it will receive \$447,406 based on the enrollment of foster youth, English learner, and low-income students. East Bay Innovation Academy must describe how it intends to increase or improve services for high needs students in the LCAP. East Bay Innovation Academy plans to spend \$449,509 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what East Bay Innovation Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what East Bay Innovation Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, East Bay Innovation Academy's LCAP budgeted \$434060 for planned actions to increase or improve services for high needs students. East Bay Innovation Academy actually spent \$439001 for actions to increase or improve services for high needs students in 2024-25.



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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 2024-2025 school year, EBIA engaged in a strategic planning process and created a new Profile of a Graduate focused on developing students who are adaptable problem-solvers, who build inclusive communities, and who pursue their purpose and develop a deep sense of self.

In the 2024-2025 school year, EBIA served students in grades 6 – 12 with approximately 455 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: 59

Grade 7: 90

Grade 8: 81

Grade 9: 48

Grade 10: 62

Grade 11: 66

Grade 12: 51

Total Enrollment: 457

Percent of Total Enrollment by Student Group

Black or African American: 27.4%

American Indian or Alaska Native: .2%

Asian: 3.3%

Filipino: 1.3%

Hispanic or Latino: 40.4%

Native Hawaiian or Pacific Islander : n/a

White: 16.1%

Two or More Races: 8.2%
Not Reported: 3%

Socioeconomically Disadvantaged: 39.7%
English Learners: 10.5%
Students with Disabilities: 22%
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 15.2 points and are above standard by 9.2 points, with African American students improving by 17.4 points, Socioeconomically Disadvantaged students improving by 30.9 points, English Learners increasing by 15.5 points, and Latino students maintaining. Math SBAC also showed overall improvement of 6.1 points, with Socioeconomically Disadvantaged students improving by 20.8 points, Latino students improving 5.7 points, English Learners improving by 11.9 points, and African American students improving by 3.9 points. We are pleased to see growth overall, however, we must continue to improve in order to move above the standard in Math. Groups of particular concern are Students with Disabilities who declined in Math by 12.2 points and in ELA by 3.6 points.

We are particularly proud of our college and career metrics. 97% of our 2023 seniors met the "Prepared" criteria on the Dashboard, an increase of 6.6%, including 100% of our Socioeconomically Disadvantaged students. Our graduation rate was 97%. This included 93% of our Latino students, 100% of our Socioeconomically Disadvantaged students. Due to the size of the 2024 graduating class, disaggregated data is not available for all sub-groups. In addition, our A-G rate completion in 23-24 was 84%, a decrease from the prior year, which we attribute to an overall decrease in the class size and a few students who needed an alternative track. We anticipate an increase for the current class of 2025. While there was a 3.1% increase in our Chronic Absentee rate, our overall rate of 6.1% remains low and is 12.5% lower than the state average and 25% lower than our home district (Oakland Unified) average.

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. We sustained similar growth for ELA and Math from 2024-2025.

Our Panorama Survey data from Spring 2025 shows growth in all categories for grades 6-8, including an 8% increase in "climate of support for academic learning," which we attribute to a change in our bell schedule and our PBIS program. Our 9-12 grade Panorama Survey data shows an increase in Safety and a small decrease in "sense of belonging", however, we saw more substantial decreases in "climate of support for academic learning" and "knowledge and fairness of discipline, rules, and norms." We attribute this decrease in part to staffing changes, though will reflect on this data as a team to ensure we are supporting students more effectively in the 25-26 school year.

Our Operational goals of improving family communication and increase family engagement was successful, as measured by an increase in attendance at family engagement events from 25% in October to 50% in May.

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, and student shadow data
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: CALSAAS	66% fully credentialed, appropriately placed, and correctly assigned.	Updated in October		85%	Updated in October 2025

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		0 vacancies	0
1.3	Graduation Rate Source: California Dashboard	98% *Baseline: 22-23 school year	97% *24-25 school year		98%	-1%
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	2024 Math Total Met & Exceeded: 35.37% Students with Disabilities: 10.41% Socioeconomically disadvantaged: 20.16% English Learners: 9.38% African American: 19.10% Hispanic & Latino: 24.07% All Students: 45.4 pts below standard (+6.1pts) Socioeconomically disadvantaged: 83.1 pts below standard (+ 20.8 pts)		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	+ .4% Students with Disabilities: -12.32 Socioeconomically Disadvantaged: +5.74 English Learners: +9.38% African American: +1.45 Latino: +1.57 All Students: 45.4 pts below standard (+6.1pts) Socioeconomically disadvantaged: 83.1 pts below standard (+ 20.8 pts) Students with disabilities: 147.3

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	Students with disabilities: 147.3 pts below standard (-12.2 pts) English Learners: 107.6 pts below standard (+ 11.9 pts) African American: 99.2 pts below standard (+3.9 pts) Hispanic & Latino: 69.8 pts below standard (+5.7pts) Source California School Dashboard and CAASPP Results Website		African American: 60 Latino: 20	pts below standard (-12.2 pts) English Learners: 107.6 pts below standard (+ 11.9 pts) African American: 99.2 pts below standard (+3.9 pts) Hispanic & Latino: 69.8 pts below standard (+5.7pts)
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	2024 ELA Total Met & Exceeded: 53.21% Students with Disabilities: 12.24% Socioeconomically disadvantaged: 40% English Learners: 9.09% African American: 40.45% Hispanic & Latino: 43.12%		70% of students met or exceeded standard Students with Disabilities: 35% Socioeconomically Disadvantaged: 42%% English Learners: 23% African American: 40% Latino: 75%	Total Met & Exceeded: +3.21% Students with Disabilities: -7.33 Socioeconomically disadvantaged: +12.34 English Learners: +.76 African American: +14.26 Hispanic & Latino: -6.88

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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</p> <p>*Baseline from CAASPP 2023 Source: California Dashboard/SmarterBalance Assessments</p>	<p>All Students: 9.2 pts above standard (+15.2 pts) Socioeconomically disadvantaged: 18.1 pts below standard (+30.9 pts) Students with disabilities: 90 pts below standard (-3.6 pts) English Learners: 61.4pts below standard (-15.5 pts) African American: 36 pts below standard (-17.4 pts) Hispanic & Latino: 13.9 pts below standard (-1.3 pts)</p> <p>Source California School Dashboard and CAASPP Results Website</p>		<p>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 Latino: 0 below standard</p>	<p>All Students: 9.2 pts above standard (+15.2 pts) Socioeconomically disadvantaged: 18.1 pts below standard (+30.9 pts) Students with disabilities: 90 pts below standard (-3.6 pts) English Learners: 61.4pts below standard (-15.5 pts) African American: 36 pts below standard (-17.4 pts) Hispanic & Latino: 13.9 pts below standard (-1.3 pts)</p>
1.6	% of students meeting NWEA MAP growth targets in Reading and Math. Source: NWEA	<p>Updated baseline: Fall-Winter Growth 23-24</p> <p>Math 52nd percentile for growth 27% >80%</p>	<p>Fall-Winter Growth 24-25</p> <p>Math 52nd percentile for growth 29% >80%</p>		<p>Edited 24-25 70th percentile for growth in both ELA and Math</p>	<p>Math maintained growth percentile +1-2 percent for achievement</p> <p>ELA</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17% 61st-80% 17% 41st-60th% 14% 21st-40th% 25% 1st-20th% ELA 52nd percentile for growth 24% >80% 19% 61st-80% 20% 41st-60th% 16% 21st-40th% 21% 1st-20th%	16% 61st-80% 15% 41st-60th% 16% 21st-40th% 24% 1st-20th% 50th percentile for growth ELA 26% >80% 15% 61st-80% 19% 41st-60th% 16% 21st-40th% 24% 1st-20th%			-2 percentile decrease in growth +1-2 percent for achievement
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%		100%	0
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%		100%	0
1.9	% of ELs who make annual progress in	38.5% making progress Reclassification: 0	25.6% making progress Reclassification: 14%		60% making progress Reclassification: 20% each year	-12.9

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	*23-24 School Year Source: California Dashboard			
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	94% *23-24 school year Source: Dashboard College & Career Levels and Measures Report		Less than 1% did not complete A-G	-6%
1.11	CTE Pathway Completion Source: Local Data	92% of 12th graders completed CTE Pathway. *Baseline: 22-23 school year Source: Local Data	94% *23-24 school year Source: Dashboard College & Career Levels and Measures Report		100% of 12th graders complete CTE Pathway	+2%
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	2 offered 24-25 school year Source: Local Data		4 offerings 60% students enrolled 100% successful completion	+1
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	68% of students received a 3 or higher on AP exams 11 courses offered *23-24 school year		80% 10 courses offered	+6% +2 additional courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: College Board			
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	69% 25-26 school year		95% graduates accepted into 4-year college.	-24%
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	97% *23-24 school year Source: California Dashboard		95%	+7%
1.16	% of students accepted into a 4-year college out of number that applied to a 4-year college Source: Local Data *Added 25-26	93% of students accepted into a 4-year college out of number that applied to a 4-year college *Baseline: 23-24 school year	90% * 25-26 school year		95%	-3%
1.17	% of graduates with a college or career plan in place (enrolled in program, apprenticeship, or job) Source: Local Data *Added 25-26	n/a	92% *25-26 school year		98% of graduates have a college or career plan in place	n/a

Goal Analysis [2024-25]

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.

We were able to work on all the actions outlined in this goal. We saw an overall improvement in Tier 1 instruction during the 24-25 school year with all teaching positions filled, regular coaching for all teachers, combined professional development time, and stronger implementation of Professional Learning Communities. Our year one implementation of Illustrative Math in grades 6-10 was supported through our partnership with TNTP and has resulted in stronger math instruction and better pacing to cover the math curriculum. We have continued to support the implementation of our CTE pathway and have a full-time staff member who supports students in their dual-enrollment classes. We provided stronger Tier 2 support for our 6-8 graders by changing how we use our Independent Learning Time, including implementing Lexia and Zearn to support foundational literacy and numeracy skill development. We were also fully-staffed in our Special Education department and able to provide pull-out and push-in services to all students with IEPs. Our ELD support started later in the year than planned, but we are now providing small group support for our ELL students. Overall we were successful in creating higher quality and more consistent Tier 1 and 2 instruction through greater focus on Tier 1 instruction and curriculum. We experienced challenges in implementing support for our ELL students, largely due to staff capacity.

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.

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

Our focus on Tier 1 instruction and support through coaching, hiring and retention, and Professional Learning Communities has been effective in supporting stronger overall instruction in the classroom. We have yet to see the impact on student data as measured by MAP tests in the 24-25 school year and we are awaiting the results of the CAASPP assessments in the spring of 2025. Our Tier 2 practices have been effective in supporting students, particularly in the 6-8 grades, though we will need to further assess the strength of our program after we receive CAASPP results. We want to expand our support to ELL students.

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.

We updated metrics for college/career plans to reflect our updated Profile of a Graduate, that focuses on students graduating with a clear college and/or career path. We do not require students to apply to a 4-year college, so we added a metric for 4-year college acceptances based on total number of students applying to a 4-year college, along with the percentage of total graduates accepted to a 4-year college. We are continuing to partner with an external partner to support our math curriculum implementation and math instructional goals, however we are switching from TNTP to Lavinia Group. We are adding a specific action for ELL students focused on curricular support for small group instruction for English Learners and professional development for teachers.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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.	\$2,727,403.00	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. Update: for the 25-26 school year we will partner with the Lavinia Group instead of TNTP.	\$119,761.00	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.	\$333,534.00	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.	\$92,122.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instruction or support to be successful.			
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.	\$859,685.00	No
1.6	Provide increased support for English Learners (new action 25-26)	We will allocate .2 funding for one of our Education Specialists to provide English Language Development support to students who are English Learners. This will include implementation of Voyager Sopris Rewards curriculum and Lexia English. We will provide professional development to all teachers in Universal Design for Learning and strategies to increase opportunities for academic vocabulary development, reading comprehension, and oral communication.	\$11,948.00	Yes

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 positive.

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%	6.5% Latino: 7.9% Two or More Races: 6.8% Socioeconomically Disadvantaged: 8.2% Students with Disabilities: 8.7% White: 4%		2% Latino: 2% Two or More Races: 2% Socioeconomically Disadvantaged: 2% Students with Disabilities: 2% White: 2%	+3%

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: 5.7% *23-24 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	7.1% Students with Disabilities: 9.6% Latino: 4.8% Two or More Races: 8.6% Socioeconomically Disadvantaged: 8.4% White: 2.2% African American: 13% *23-24 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%
2.3	Average Daily Attendance Source: Attendance Reports	96% 6-8 grades 92% 9-12 grades *22-23 school year Source: Attendance Reports	6-8: 96.01% 9-12: 93.54% *23-24 school year Source: Attendance Reports		98% 6-8 grades 94% 9-12 grades	6-8 = 0 difference 9-12 = +1.54%
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	9-12 grades (50.2% response rate +3%) Climate of Support for Academic		Increase response rate to 85% 10% increase in each category	9-12 +3% response rate Climate of Support for Academic Learning -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Knowledge and Fairness of Discipline, Rules, and Norms: 76% favorable Safety: 70% favorable Sense of Belonging: 59% favorable</p> <p>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</p> <p>*Spring 23-24 Source: Panorama Survey</p>	<p>Learning: 75% favorable (-9%) Knowledge and Fairness of Discipline, Rules, and Norms: 63% favorable (-13%) Safety: 72% favorable (+2%) Sense of Belonging: 58% favorable (-1%)</p> <p>6-8 grades (74% response rate +8%) Climate of Support for Academic Learning: 78% favorable (+8%) Knowledge and Fairness of Discipline, Rules, and Norms: 67% favorable (+5%) Safety: 52% favorable (+4%) Sense of Belonging: 57% favorable (+4%)</p> <p>*Spring 24-25 Source: Panorama Survey</p>			<p>Knowledge and Fairness of Discipline, Rules, and Norms: -13% Safety: +2% Sense of Belonging: -1%</p> <p>6-8 +8% response rate Climate of Support for Academic Learning: +8% Knowledge and Fairness of Discipline, Rules, and Norms: +5% Safety: +4% Sense of Belonging: +4%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Feedback and Coaching: 40% favorable	31% response rate Educating all Students: 67% favorable (-5%) Teaching Efficacy: 77% favorable (+15%) Cultural Awareness and Action: 56% favorable (-2%) Belonging: 57% favorable (+4%) School Climate: 59% favorable (+7%) School Leadership: 33% favorable (-14%) Resources for Student Support: 33% favorable (-11%) Feedback and Coaching: 55% favorable (+15%)		85% response rate 10% increase in each category	-2% response rate Educating all Students: -5% Teaching Efficacy: +15% Cultural Awareness and Action: -2% Belonging: +4% School Climate: +7% School Leadership: -14% Resources for Student Support: -11% Feedback and Coaching: +15%
2.6	School Culture and climate survey - families Source: Panorama Survey	Will establish baseline in 24-25 school year	School Safety: 77% favorable School Climate: 72% favorable Family Engagement 11% favorable		10% increase in each category	Baseline established 24-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percent of families responding to family survey Source: Panorama Survey	Will establish baseline in 24-25 school year	23% 87 responses/381 families		60% response rate	Baseline established 24-25
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	Tri 1 - 67.2% Tri 2 - 56.5% Attended Both 48% *Teacher reported attendance logs *Grades 6-11 (not 12th)		80% attendance	Baseline established 24-25
2.9	Checkpoint Panorama Student Surveys to assess impact of SEL curriculum Source: Panorama Survey	Will establish baseline in 24-25 school year	Chose not to implement this survey - will not include this metric moving forward		5% increase annually	Baseline established 24-25
2.10	Advisory curriculum implementation as measured through advisory walk-throughs (percentage of advisors adhering to expected curriculum) *Source: EBIA walk-through data	New for 25-26	New metric. Will establish baseline in 25-26		90% implementation	Baseline will be established 25-26

Goal Analysis [2024-25]

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.

We were able to fully staff all positions, including our mental health intern and we saw an overall positive impact on school culture. Our culture staff was able to follow through with planned positive culture activities and restorative responses. Our internal data shows a decrease in suspensions and an increase in attendance at family events. Our PBIS program plans shifted based on a change in staffing and ownership of the program. We did not fully implement a process for tracking and rewarding positive behavior on an individual level, but did implement a new "House" structure that awards Advisory and House groups for positive behavior. We faced multiple challenges in attempting to implement an afterschool program for our 9-12 graders, including lack of interest amongst students, staffing challenges, and challenges developing community partnerships. We are adjusting our action for the 25-26 school year to focus more on extracurricular opportunities and supports during the school day and will continue to explore ways to support students who want to engage in athletic opportunities outside our school.

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.

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

We saw an overall increase in positive sentiment in our student culture and climate survey in grades 6-8, which reflects the work done to increase positive culture building and positive incentives. We want to continue to build on that work to see more improvements in coming years. Our high school did not see an overall increase, which attribute to challenges with continuity in staffing and we plan to reflect on the student feedback to build strong systems in the 25-26 school year.

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.

We decided not to implement the Panorama Checkpoint surveys and will remove that metric. We are focusing on improving our Advisory structure in the 25-26 school year, which we added to action 2.1. We added metric 2.10 to measure advisory implementation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Create and maintain a positive school culture with strong restorative justice practices.	<p>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.</p> <p>For the 25-26 school year we are focusing on our advisory program and plan to have a more comprehensive curriculum for advisory teachers and to focus on supporting teachers to implement the curriculum.</p>	\$336,942.00	No
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.	\$177,464.00	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.	\$126,827.00	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	\$148,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>classes. We are planning to partner with community volunteers to also offer arts and athletic enrichment opportunities for our 9-12 grade students.</p> <p>Update for 25-26 - we will not continue to operate an afterschool program for our 9-12 grade students, as that program was not well-attended during the 24-25 school year. Based on student feedback, we will offer more club and enrichment opportunities during the school day at lunch and other times.</p>		
2.5	Increase family engagement	Increase family engagement opportunities. New for 25-26 we will be partnering with Families in Action to lead a campaign for family engagement as we approach our charter renewal in 26-27.	\$26,024.00	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% *24-25 school year Source: FIT test		"Good Rating" - 90-100%	0
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	Able to contact 99% of families via ParentSquare *24-25 school year Source: ParentSquare		100% 80% message views	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	<p>Edit Metric for 24-25 and forward: % of Students who stay enrolled at EBIA from October to October per Census Day</p> <p>Prior Metric: % of Students who stay enrolled at EBIA from June to June (including no-shows in August)</p> <p>Source: PowerSchool</p>	<p>9.5% loss 6-8 grades 12% loss 9-12 grades</p> <p>*Baseline 23-24 school year Source: PowerSchool</p>	<p>20.9% loss 6-8 grades 3% gain 9-12 grades</p> <p>Edit to October-October per Census Day for this metric</p> <p>*24-25 school year Source: PowerSchool</p>		<p>3% loss 6-8 grades 4% 9-12 grades</p>	Changed metric - will establish difference in 25-26
3.4	<p>Average Daily Attendance Rate</p> <p>Source: CALPADS</p>	<p>ADA 92% 9-12 grades ADA 96% 6-8 grades</p> <p>*Baseline 22-23 school year Source: CALPADS</p>	<p>ADA 93.54% 9-12 grades ADA 96.01% 6-8 grades</p> <p>*23-24 school year Source: CALPADS</p>		<p>ADA 95% 9-12 grades ADA 96% 6-8 grades</p>	<p>6-8= 0 9-12 = +3.54%</p>
3.5	<p>% of 8th graders who matriculate into 9th grade at EBIA</p> <p>Source: PowerSchool</p>	<p>Will establish baseline in 24-25.</p>	<p>40%</p> <p>Source: Internal data (will confirm in August 2025)</p>		<p>70% of 8th graders will matriculate to 9th grade at EBIA.</p>	Baseline established 24-25
3.6	<p>Independent audit for compliance</p> <p>Source: Audit Firm</p>	<p>No material findings</p> <p>*Baseline 22-23 school year Source: Clifton Larsen</p>	<p>No material findings</p> <p>Source: Christy White</p>		<p>No material findings</p>	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Source: internal data		100% of students have 1:1 access to working Chromebooks	0
3.8	% of families who attend Lower School Expos and student led conferences Source: internal data	Will establish baseline in 24-25	October - 57/230 = 25% February - 93/230 = 40% May - 114/230 = 50% Student Led Conferences (2x/year) 6-8th- 63% 9-11th = 51% *Baseline 25-26 Source: internal check-in documents		At least one family engagement event or conference is attended by 70% of families each year. (edited for clarity 24-25) Source: Internal Data	Baseline established 24-25

Goal Analysis [2024-25]

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.

During this school year, EBIA has focused on maintaining strong and sustainable operational, technology, and financial models to support enrollment and overall school success. We strategically staffed our team based on enrollment needs, leveraging individual strengths to ensure all key areas outlined in our goals were effectively addressed. To enhance family communication, we utilized our parent communication platform, ParentSquare, which has been developed to provide families with streamlined access to important school updates. Through this tool, parents can receive timely communications, sign permission slips for field trips, register for afterschool programs and sports, and manage student attendance-related communications—all in one centralized location. We saw an increase in family engagement,

with an increase in the percentage of families attending Lower School project expos from 25% in October to 50% in May, which we attribute to increased communication.

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.

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

Ultimately, in terms of our core communication tools and foundation components such as 'Parent Square' or ADA- we feel that a strong baseline allows for strong outcomes i.e. the ability to access nearly 100% of our families daily continues to translate to strong overall attendance. New goals included tracking parent engagement. We set fairly considerable goals this year and those we did not meet, we marked an improvement on. 36% of our 8th grade students from SY23-24 matriculated to 9th in SY24-25 for the 25-26 school year we have retained 4% more students to the highschool. While this is not the 70% we had set the target for we did mark an increase retention.

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.

We do not have any planned changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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.	\$692,260.00	No
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.	\$135,635.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$991,877.00	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.	\$146,660.00	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.	\$49,941.00	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.	\$3,569.00	No
3.7	Attendance support to reduce Chronic Absenteeism	Support strong attendance through robust data collection, review of chronic absentee data in COST meetings, family meetings to support strong attendance.	\$128,589.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$447,406	\$

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
8.724%	0.000%	\$0.00	8.724%

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	<p>Action: Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.</p> <p>Need: Unduplicated Pupils are often more in need of Tier 2 and 3 support in order to reach grade level proficiency and beyond.</p>	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
	<p>Unduplicated pupils are disproportionately represented amongst students who are Chronically Absent or struggle with regular attendance.</p> <p>Scope: LEA-wide</p>		

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
1.6	<p>Action: Provide increased support for English Learners (new action 25-26)</p> <p>Need: English Learners need additional support to build their English language speaking, reading and writing skills, in addition to support accessing grade level curriculum. This need is clear based on ELPAC and CAASPP data.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action addresses the need by providing additional Tier 1 and 2 support for English Learners through curriculum to support English Language Development, small group support, and Tier 1 strategies to support English Learners in the general education classroom setting.	1.5, 1.6, 1.7, 1.8, 1.9

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		

2025-26 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	5,128,448	447,406	8.724%	0.000%	8.724%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,408,600.00	\$920,214.00	\$625,977.00	\$153,950.00	\$7,108,741.00	\$5,255,124.00	\$1,853,617.00

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	\$2,711,953.00	\$15,450.00	\$2,469,572.00		\$214,956.00	\$42,875.00	\$2,727,403.00	
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	All	No			All Schools	ongoing	\$0.00	\$119,761.00	\$36,311.00		\$83,450.00		\$119,761.00	
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	\$288,938.00	\$44,596.00	\$67,963.00		\$265,571.00		\$333,534.00	
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		\$78,217.00	\$13,905.00	\$92,122.00				\$92,122.00	
1	1.5	Strong full-inclusion Special Education model.	Students with Disabilities	No			All Schools		\$859,685.00	\$0.00	\$418,078.00	\$441,607.00			\$859,685.00	
1	1.6	Provide increased support for English Learners (new action 25-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$9,948.00	\$2,000.00	\$11,948.00				\$11,948.00	
2	2.1	Create and maintain a positive school culture with strong restorative justice practices.	All	No			All Schools		\$306,647.00	\$30,295.00	\$274,442.00			\$62,500.00	\$336,942.00	
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		\$168,964.00	\$8,500.00	\$125,464.00		\$52,000.00		\$177,464.00	

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	2.3	Support student mental health and social emotional learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$126,827.00	\$0.00	\$91,386.00	\$35,441.00			\$126,827.00	
2	2.4	Provide high quality after school enrichment opportunities for all students.	All	No			All Schools	ongoing	\$20,000.00	\$128,500.00	\$48,500.00	\$100,000.00			\$148,500.00	
2	2.5	Increase family engagement	All	No			All Schools		\$10,000.00	\$16,024.00	\$16,024.00		\$10,000.00		\$26,024.00	
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.	All	No			All Schools	ongoing	\$509,093.00	\$183,167.00	\$692,260.00				\$692,260.00	
3	3.2	Provide technology to students and staff to support learning	All	No			All Schools	ongoing	\$0.00	\$135,635.00	\$135,635.00				\$135,635.00	
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	All	No			All Schools	ongoing	\$0.00	\$991,877.00	\$730,405.00	\$261,472.00			\$991,877.00	
3	3.4	Provide healthy breakfast and lunch for all students	All	No			All Schools	ongoing	\$36,263.00	\$110,397.00	\$16,391.00	\$81,694.00		\$48,575.00	\$146,660.00	
3	3.5	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	All	No			All Schools	ongoing	\$0.00	\$49,941.00	\$49,941.00				\$49,941.00	
3	3.6	Increase family engagement and maintain strong communication.	All	No			All Schools	ongoing	\$0.00	\$3,569.00	\$3,569.00				\$3,569.00	
3	3.7	Attendance support to reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$128,589.00	\$0.00	\$128,589.00				\$128,589.00	

2025-26 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
5,128,448	447,406	8.724%	0.000%	8.724%	\$449,509.00	0.000%	8.765 %	Total:	\$449,509.00
								LEA-wide Total:	\$437,561.00
								Limited Total:	\$11,948.00
								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	\$2,469,572.00	
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.				All Schools	\$36,311.00	
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	\$67,963.00	
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	\$92,122.00	
1	1.6	Provide increased support for English Learners (new action 25-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$11,948.00	
2	2.1	Create and maintain a positive school culture with				All Schools	\$274,442.00	

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 (%)
		strong restorative justice practices.						
2	2.2	Create and implement school-wide PBIS program.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,464.00	
2	2.3	Support student mental health and social emotional learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$91,386.00	
2	2.5	Increase family engagement				All Schools	\$16,024.00	
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.				All Schools	\$692,260.00	
3	3.2	Provide technology to students and staff to support learning				All Schools	\$135,635.00	
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.				All Schools	\$730,405.00	
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income		\$128,589.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,286,200.00	\$6,696,233.00

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	Ensure that all students have access to high quality Tier 1 instruction.	No	\$2,890,891.00	2,739,769
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	No	\$13,500.00	18,253
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.	No	\$369,505.00	329,711
1	1.4	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	Yes	\$119,644.00	119020
1	1.5	Strong full-inclusion Special Education model.	No	\$1,010,621.00	745178
2	2.1	Create and maintain a positive school culture with strong restorative justice practices.	No	\$386,804.00	365918
2	2.2	Create and implement school-wide PBIS program	Yes	\$50,377.00	67402
2	2.3	Support student mental health and social emotional learning	Yes	\$132,252.00	130,093
2	2.4	Provide high quality after school enrichment opportunities for all students.	No	\$185,023.00	180,063
2	2.5	Increase family engagement	No		

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	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.	No	\$647,565.00	570,347
3	3.2	Provide technology to students and staff to support learning	No	\$137,068.00	127,239
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	No	\$981,601.00	976,094
3	3.4	Provide healthy breakfast and lunch for all students	No	\$169,351.00	138,554
3	3.5	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	No	\$56,911.00	62,641
3	3.6	Increase family engagement and maintain strong communication.	No	\$3,300.00	3,465
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	\$131,787.00	122486

2024-25 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)
364589	\$434,060.00	\$439,001.00	(\$4,941.00)	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	1.4	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	Yes	\$119,644.00	119020		
2	2.2	Create and implement school-wide PBIS program	Yes	\$50,377.00	67402		
2	2.3	Support student mental health and social emotional learning	Yes	\$132,252.00	130,093		
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	\$131,787.00	122486		

2024-25 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)
4871583	364589	0	7.484%	\$439,001.00	0.000%	9.011%	\$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



2025-26 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
23-24	28	18	10	1	3	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. EBIA is putting more resources towards this initiative (see LCAP).

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.	4
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. We increased attendance at events by 25% in the 24-25 school year.

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)

- 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.

- 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.

- 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)

- 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.

- 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

- 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 (50.2% response rate +3%)

Climate of Support for Academic Learning: 75% favorable (-9%)

Knowledge and Fairness of Discipline, Rules, and Norms: 63% favorable (-13%)

Safety: 72% favorable (+2%)

Sense of Belonging: 58% favorable (-1%)

In general, older students and students who are higher performing had more favorable responses. Hispanic/Latino students have a lower sense of belonging than other student groups.

6-8 grades (74% response rate +8%)

Climate of Support for Academic Learning: 78% favorable (+8%)

Knowledge and Fairness of Discipline, Rules, and Norms: 67% favorable (+5%)

Safety: 52% favorable (+4%)

Sense of Belonging: 57% favorable (+4%)

In general there were few discrepancies between student groups in the responses. Students who are higher performing tended to have slightly more 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.

We were pleased to see an increase in sense of safety amongst all students, which was an area of growth from the 23-24 school year. We attribute this to greater consistency with school policies and restorative justice-based responses. We were also pleased to see that there were generally no major discrepancies between student groups, however, Hispanic/Latino students in 9-12 grades continue to have a lower sense of belonging, though the percentage has increased from the prior year and the gap is smaller. There was a significant decline in knowledge and fairness of discipline, rules, and norms in 9-12 grades, which we will address in the coming year.

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 will continue to focus on school culture in the 25-26 school year but building on the foundation that was created in the 24-25 school year, in particular the addition of a House/PBIS structure, as well as updates to our advisory program. We saw a decrease in suspensions and an increase in sense of safety, which is promising, and we will continue to build consistency with behavior norms and responses. We will also focus on classroom culture and management to increase consistency for students to work on increasing student perception of a climate of support for academic learning. We will continue to implement our annual calendar of events of 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. We will also continue to maintain our additional mental health position.

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					

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

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

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

Rating Scale (lowest to highest):

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

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

East Bay Innovation Academy - Finance Update

Section:	IV. Finance and Development
Item:	A. East Bay Innovation Academy - Finance Update
Purpose:	Vote
Submitted by:	
Related Material:	EBIA-June BOD Financial Packet-JW-20250605.pdf

East Bay Innovation Academy

Financial Update

JESSIKA WELCOME

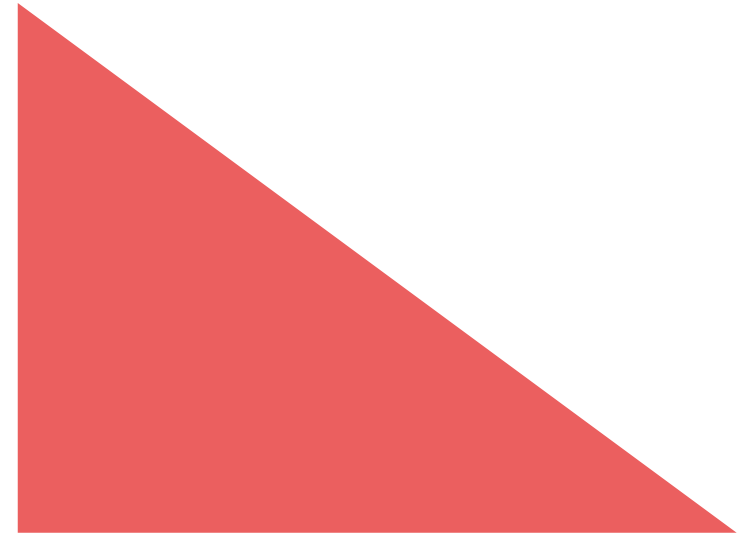
JUNE 11, 2025





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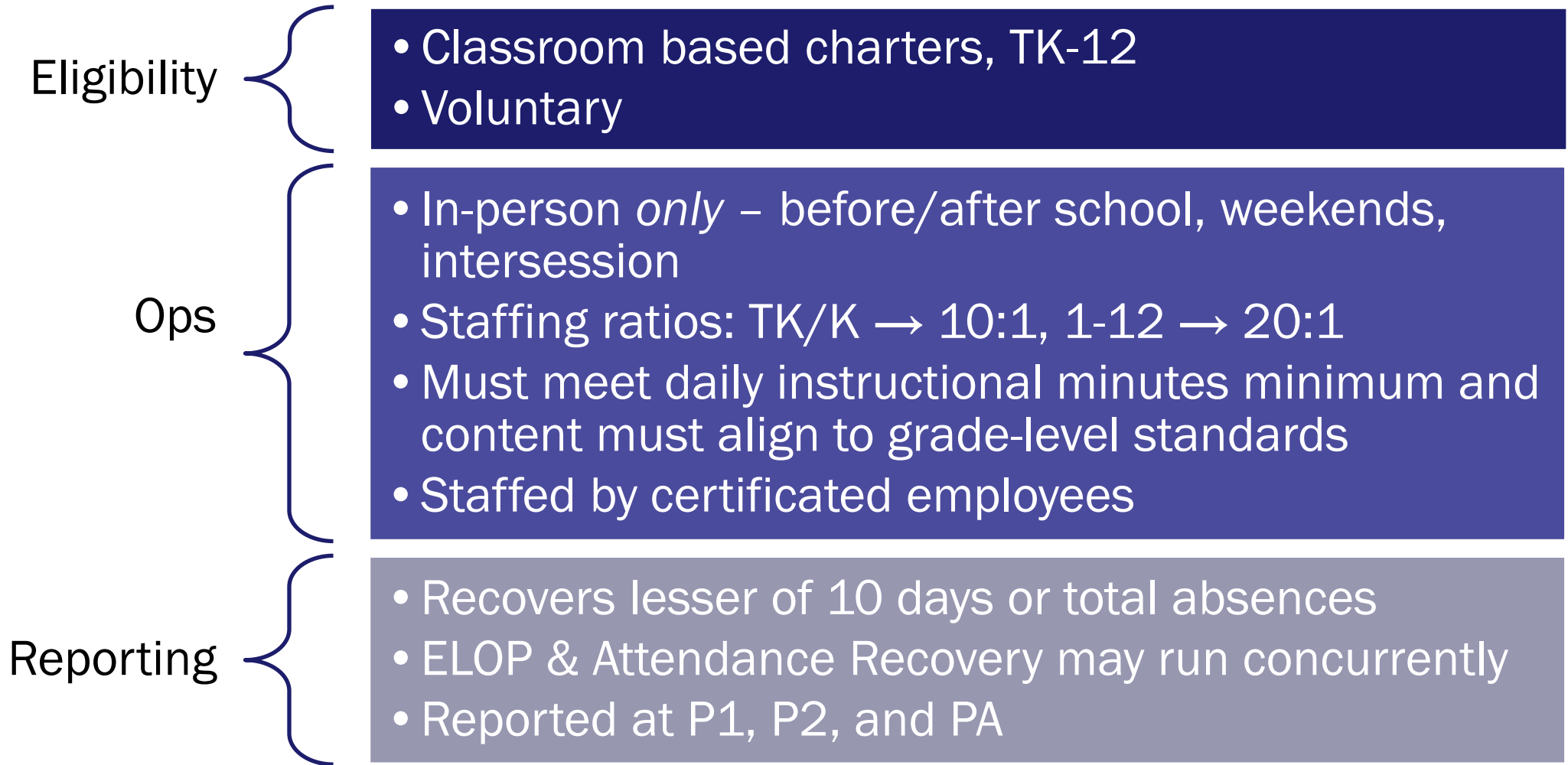
- **2025-26 Budget Development**
 - Attendance Recovery
 - Attendance Recovery Considerations
 - FY25 → FY26 Changes
 - MYP
- **Exhibits**
 - MYP



2025-26 Budget



Attendance Recovery



Attendance Recovery Considerations

Multiple attendance recovery days with full participation needed to earn 1 ADA

Grade	Daily Minutes Requirement	Number of students per Attendance Recovery day	Attendance Recovery days to earn 1 ADA
Gr TK/K	180	10	18
Gr 1-3	230	20	9
Gr 4-8	240	20	9
Gr 9-12	240	20	9

A student participating in Attendance Recovery can recover their total absences or 10 days, whichever is less.



2024-25 to 2025-26 Changes

ADA

- Enrollment: 453 → 473, but heavily weighted toward 6th grade
- Lowered ADA target from 95% to 94% based on P-2

Revenue

- COLA of 2.3%
- \$130K in one-time funds
- ELO-P minimum doubles from \$50K to \$100K
- **\$10K grant from Silicon Schools added**

Payroll

- Administrative positions remain flat
- 1% increase for all other staff members
- Estimated reduction in FTE to reflect smaller student body

4000s & 5000s

- Minimal increases based on inflation for most categories
- Includes \$25K for charter renewal support

		2024-25	2025-26	2026-27	2027-28
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,235,376	5,575,854	5,799,214	6,143,737
	Federal Revenue	224,578	212,480	217,732	219,884
	Other State Revenues	1,177,041	1,283,040	1,136,785	1,150,588
	Local Revenues	447,271	488,423	491,115	493,887
	Fundraising and Grants	215,868	174,100	175,100	58,100
	Total Revenue	7,300,134	7,733,897	7,819,945	8,066,197
Expenses	Comp and Benefits	5,499,241	5,217,677	5,397,865	5,585,392
	Books and Supplies	401,025	333,661	344,498	354,833
	Services and Other Ops	2,273,782	2,174,852	2,234,515	2,241,486
	Depreciation	-	-	-	-
	Other Outflows	-	-	-	-
	Total Expenses	8,174,048	7,726,190	7,976,878	8,181,711
	Operating Income	(873,914)	7,707	(156,933)	(115,514)
	Beginning Balance (Audited)	1,938,207	1,064,293	1,072,000	915,067
	Operating Income	(873,914)	7,707	(156,933)	(115,514)
Ending Fund Balance (incl. Depreciation)		1,064,293	1,072,000	915,067	799,553
Ending Fund Balance as % of Expenses		13.02%	13.87%	11.47%	9.77%

Exhibits



East Bay Innovation Academy
Multi-year Projection
As of Apr FY2025

	Year 1	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27	2027-28
SUMMARY				
Revenue				
LCFF Entitlement	5,235,376	5,575,854	5,799,214	6,143,737
Federal Revenue	224,578	212,480	217,732	219,884
Other State Revenues	1,177,041	1,283,040	1,136,785	1,150,588
Local Revenues	447,271	488,423	491,115	493,887
Fundraising and Grants	215,868	174,100	175,100	58,100
Total Revenue	7,300,134	7,733,897	7,819,945	8,066,197
Expenses				
Compensation and Benefits	5,499,241	5,217,677	5,397,865	5,585,392
Books and Supplies	401,025	333,661	344,498	354,833
Services and Other Operating Expenditures	2,273,782	2,174,852	2,234,515	2,241,486
Depreciation	-	-	-	-
Other Outflows & Amortization	-	-	-	-
Total Expenses	8,174,048	7,726,190	7,976,878	8,181,711
Net Income	(873,914)	7,707	(156,932)	(115,515)
Fund Balance				
Beginning Balance (Unaudited)	1,882,780	1,064,293	1,072,000	915,068
Audit Adjustment	55,427			
Beginning Balance (Audited)	1,938,207	1,064,293	1,072,000	915,068
Net Income	(873,914)	7,707	(156,932)	(115,515)
Ending Fund Balance	1,064,293	1,072,000	915,068	799,553
Total Revenue Per ADA	17,129	17,394	17,514	18,065
Total Expenses Per ADA	19,179	17,377	17,865	18,324
Net Income Per ADA	(2,051)	17	(351)	(259)
Fund Balance as a % of Expenses	13%	14%	11%	10%

East Bay Innovation Academy
Multi-year Projection
As of Apr FY2025

	Year 1	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27	2027-28
Key Assumptions				
Enrollment Breakdown				
6	57	110	95	95
7	87	64	100	100
8	80	92	65	65
9	49	35	80	80
10	62	45	30	30
11	67	62	45	45
12	51	65	60	60
Total Enrolled	453	473	475	475
ADA %				
4-6	95.7%	94.0%	94.0%	94.0%
7-8	94.9%	94.0%	94.0%	94.0%
9-12	93.1%	94.0%	94.0%	94.0%
Average ADA %	94.1%	94.0%	94.0%	94.0%
ADA				
4-6	55	103	89	89
7-8	159	147	155	155
9-12	213	195	202	202
Total ADA	426	445	447	447

East Bay Innovation Academy
Multi-year Projection
As of Apr FY2025

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	3,575,425	3,843,290	4,059,324	4,403,847
8012 Education Protection Account Entitlement	85,238	88,924	89,300	89,300
8019 State Aid - Prior Years	(796)	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,575,509	1,643,640	1,650,590	1,650,590
SUBTOTAL - LCFF Entitlement	5,235,376	5,575,854	5,799,214	6,143,737
Federal Revenue				
8181 Special Education - Entitlement	81,706	65,395	68,585	68,875
8220 Child Nutrition Programs	55,810	60,022	62,084	63,946
8291 Title I	65,496	65,496	65,496	65,496
8292 Title II	11,567	11,567	11,567	11,567
8294 Title IV	10,000	10,000	10,000	10,000
SUBTOTAL - Federal Revenue	224,578	212,480	217,732	219,884
Other State Revenue				
8319 Other State Apportionments - Prior Years	32,430	-	-	-
8381 Special Education - Entitlement (State	450,710	441,607	409,677	409,677
8382 Special Education Reimbursement (State	35,213	35,441	35,591	35,591
8520 Child Nutrition - State	93,862	100,946	104,414	107,546
8545 School Facilities Apportionments	261,472	267,486	275,564	284,988
8550 Mandated Cost Reimbursements	17,265	16,529	16,823	17,770
8560 State Lottery Revenue	121,523	126,778	127,314	127,314
8590 All Other State Revenue	46,362	129,988	-	-
8591 Prop 28 Arts & Music in Schools	67,122	64,265	67,402	67,702
8593 ELOP	51,083	100,000	100,000	100,000
SUBTOTAL - Other State Revenue	1,177,041	1,283,040	1,136,785	1,150,588
Local Revenue				
8660 Interest	500	500	500	500
8676 After School Program Revenue	50,000	50,000	50,000	50,000
8690 Other Local Revenue	54,000	54,000	54,000	54,000
8701 Oakland Measure N	169,150	214,798	214,798	214,798
8703 Oakland Measure G1	141,621	137,125	139,817	142,589
8704 Student Activities	32,000	32,000	32,000	32,000
SUBTOTAL - Local Revenue	447,271	488,423	491,115	493,887
Fundraising and Grants				
8801 Donations - Parents	50,000	50,000	50,000	50,000
8802 Donations - Private	165,868	124,100	125,100	8,100
SUBTOTAL - Fundraising and Grants	215,868	174,100	175,100	58,100
TOTAL REVENUE	7,300,134	7,733,897	7,819,945	8,066,197

East Bay Innovation Academy
Multi-year Projection
As of Apr FY2025

		Year 1	Year 2	Year 3	Year 4
		2024-25	2025-26	2026-27	2027-28
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	2,172,214	2,056,477	2,118,171	2,181,716
1148	Teacher - Special Ed	315,294	322,635	332,314	342,284
1160	Counselor	260,284	262,887	270,774	278,897
1300	Certificated Supervisor & Administrator Salaries	741,520	591,568	609,315	627,594
SUBTOTAL - Certificated Salaries		3,489,312	3,233,567	3,330,574	3,430,491
Classified Salaries					
2104	Classified Instructional Aides	123,626	142,763	147,046	151,458
2300	Classified Supervisor & Administrator Salaries	523,864	462,099	475,962	490,241
2400	Classified Clerical & Office Salaries	42,717	92,160	94,925	97,773
2402	Classified Operations	140,000	140,000	144,200	148,526
2928	Other Classified - Food	29,920	30,219	31,126	32,060
SUBTOTAL - Classified Salaries		860,127	867,242	893,259	920,057
Employee Benefits					
3100	STRS	608,190	569,890	586,987	604,596
3300	OASDI-Medicare-Alternative	135,309	128,721	132,583	136,561
3400	Health & Welfare Benefits	345,083	359,922	394,475	432,345
3500	Unemployment Insurance	15,529	14,448	14,784	14,784
3600	Workers Comp Insurance	32,621	30,756	31,679	32,629
3900	Other Employee Benefits	13,070	13,130	13,524	13,930
SUBTOTAL - Employee Benefits		1,149,802	1,116,868	1,174,032	1,234,845
Books & Supplies					
4200	Books & Other Reference Materials	5,000	5,150	5,305	5,464
4300	Materials & Supplies	35,253	36,311	37,400	38,522
4320	Educational Software	77,328	36,043	37,125	38,238
4330	Office Supplies	28,000	28,840	29,705	30,596
4410	Classroom Furniture, Equipment & Supplies	52,774	10,533	10,849	11,174
4420	Computers: individual items less than \$5k	49,830	53,591	55,432	57,095
4423	Staff Computers	13,000	13,390	13,792	14,205
4430	Non Classroom Related Furniture, Equipment & Supplies	4,000	4,120	4,244	4,371
4710	Student Food Services	126,840	136,413	141,100	145,333
4720	Other Food	9,000	9,270	9,548	9,835
SUBTOTAL - Books and Supplies		401,025	333,661	344,498	354,833
Services & Other Operating Expenses					
5200	Travel & Conferences	15,000	15,450	15,914	16,391
5300	Dues & Memberships	11,065	11,397	11,739	12,091
5450	Insurance - Other	92,081	94,843	97,689	100,619
5515	Janitorial, Gardening Services & Supplies	165,600	170,568	175,685	180,956
5535	Utilities - All Utilities	95,400	98,262	101,210	104,246
5605	Equipment Leases	3,900	4,017	4,138	4,262
5610	Upper School Rent	450,000	450,000	463,500	477,405
5611	Lower School Rent	153,323	157,923	162,660	167,540
5615	Repairs and Maintenance - Building	25,000	25,750	26,523	27,318
5803	Accounting Fees	19,025	19,515	20,565	21,182
5809	Banking Fees	200	206	212	219
5810	Intersession	5,000	5,150	5,305	5,464

East Bay Innovation Academy
Multi-year Projection
As of Apr FY2025

	Year 1	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27	2027-28
5812 Business Services	175,000	180,250	185,658	191,227
5815 Consultants - Instructional	69,184	56,268	46,532	37,627
5820 Consultants - Non Instructional	46,400	35,000	36,050	37,132
5824 District Oversight Fees	52,354	57,431	61,524	67,134
5830 Field Trips Expenses	15,000	15,450	15,914	16,391
5834 Afterschool Program	130,900	134,827	138,872	143,038
5836 Fingerprinting	500	515	530	546
5839 Fundraising Expenses	2,816	2,900	2,987	3,077
5845 Legal Fees	81,947	84,405	86,937	89,545
5851 Marketing and Student Recruiting	22,106	12,953	13,342	13,742
5857 Payroll Fees	7,282	7,501	7,726	7,958
5861 Prior Yr Exp (not accrued)	(17,182)	-	-	-
5863 Professional Development	15,000	15,450	15,914	16,391
5864 Credentialing Support	7,500	7,725	7,957	8,195
5865 Contracted Education Services - Student	100,385	47,645	51,970	-
5866 Service 17	168,630	109,639	112,928	116,316
5869 Special Education Contract Instructors	5,100	5,253	5,411	5,573
5872 SELPA Fees	4,000	4,120	4,244	4,371
5874 Sports	16,810	17,314	17,833	18,368
5875 Staff Recruiting	24,700	9,991	10,291	10,599
5877 Student Activities	29,413	30,295	31,204	32,140
5878 Student Assessment	23,796	25,592	26,471	27,265
5880 Student Health Services	13,200	13,596	14,004	14,424
5881 Student Information System	54,486	52,441	54,014	55,634
5884 Substitutes	90,000	92,700	95,481	98,345
5887 Technology Services	62,871	64,757	66,700	68,701
5900 Communications	33,990	35,692	36,763	37,866
5915 Postage and Delivery	2,000	2,060	2,122	2,185
SUBTOTAL - Services & Other Operating Exp.	2,273,782	2,174,852	2,234,515	2,241,486
Depreciation Expense				
SUBTOTAL - Depreciation Expense	-	-	-	-
Other Outflows & Amortization				
SUBTOTAL - Other Outflows & Amortization	-	-	-	-
TOTAL EXPENSES	8,174,048	7,726,190	7,976,878	8,181,711

Coversheet

Executive Director Updates

Section:	V. Academic Excellence
Item:	A. Executive Director Updates
Purpose:	Discuss
Submitted by:	
Related Material:	Executive Director Report 6.11.25.pdf



Executive Director Report 6.11.25

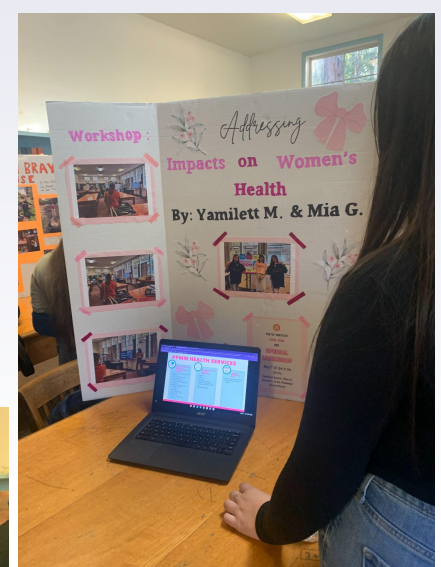
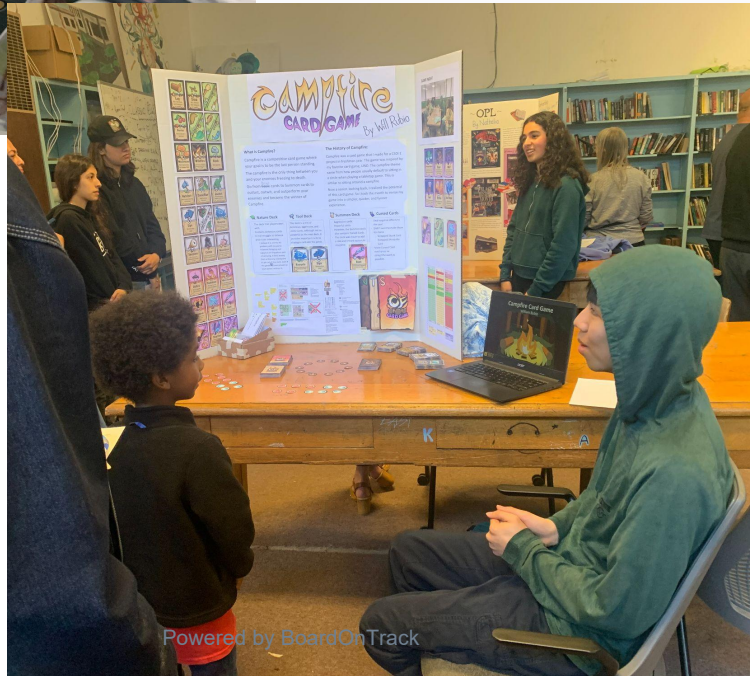
1

End of Year Updates



Project Expos





Graduation



2

Staffing & ETA Bargaining Updates



► Staffing Updates

- ▶ Teaching Staff Retention = 80%
- ▶ Administration Staff Retention = 100% (reduction of 1 FTE)
- ▶ New Staff hired: Lower School elective, Upper School ELA
- ▶ In Progress:
 - ▷ Upper School Science and Ed Specialist
 - ▷ Lower School Math and ELA
- ▶ Onboarding 2 new Operations Team members



▶ ETA Bargaining Updates

- ▶ Agreement reached on 1% salary increase for 25-26 with possibility of additional percentage up to COLA based on Census Day enrollment
- ▶ Decrease in staff meeting requirements
- ▶ Article 6 (work day/work year) amended to include 9-12 members and to align to current schedule

3

Summer Planning Updates



► Strategic Plan Updates

- ▶ **Building a Sustainable Future for EBIA: Innovation for Longevity**
 - ▷ 3-Year Strategic Plan focusing on:
 - ▷ establishing sustainable future for EBIA
 - ▷ bringing Graduate Profile to Life
 - ▷ increasing key academic and culture metrics



Priority One: Operational Sustainability

OUTCOMES

1. Stabilize enrollment for both campuses with proven playbook for recruitment and retention strategies
2. Create realistic and sustainable long-term enrollment plan
3. Determine long-term facilities solution for EBIA
4. Successful WASC Accreditation
5. Successful charter renewal
6. Determine best long-term solution for EBIA operational success
7. 10% increase staff retention
8. Establish sustainable compensation model



Priority One: Operational Sustainability

KEY STRATEGIES

- ▶ Create and Implement Long-Term Enrollment Plan
- ▶ Work with External Partners with Expertise in Charter Renewal and Facilities
- ▶ Identify and Engage Potential Partnerships
- ▶ Engage EBIA Community to Achieve Successful WASC Accreditation and Renewal
- ▶ Staffing and Long-Term Sustainable Compensation Plan



Priority Two: Academic Program

OUTCOMES

1. Continued student growth in Math and Literacy as measured by MAP and SBAC
2. 80% of EBIA classrooms have clear evidence of meeting expectations on walk-through tool
3. 100% of EBIA students have a portfolio of work which demonstrates graduate profile outcomes
4. Class of 2032 successfully completes 8th-grade Passage Presentation and class of 2029 successfully completes 10th grade Passage Presentation and is on track for successful Senior Defense
5. 100% of EBIA ELA, History, Science, and Elective courses have at least 4 high-quality inquiry projects
6. 100% of EBIA Capstone projects are aligned to Graduate Profile and allow students to demonstrate mastery of key concepts in core courses
7. 100% of EBIA graduates have a clear "next step"
8. 100% graduation rate
9. Functional LMS and clear competency-based grading and assessment system



Priority Two: Academic Program

KEY STRATEGIES

- ▶ Build and Implement Clear Instructional Framework
- ▶ Coherent and Aligned Advisory Structure to Support Portfolios and Passages
- ▶ Strengthen Professional Learning to Support Inquiry-based Curriculum and Instruction
- ▶ Create 6-12 Plan to Support Student Development of a “Game Plan for Life”
- ▶ Clear Competency-based Grading and Assessment



Priority Three: School Culture

OUTCOMES

1. Decrease suspension rate to 4% or below
2. Maintain Chronic Absentee Rate below 5% and ADA above 94%
3. 90% of students demonstrate growth on Graduate Profile reflection tools for Pillars 2 and 3
4. Increase in family engagement as measured by increase in attendance at Project Expos and other school events
5. 20% increase in positive responses on Panorama student survey related to sense of belonging, safety, and climate of support for learning
6. 30% increase in Student Led Conference family attendance



Priority Three: School Culture

KEY STRATEGIES

- ▶ Redesign Advisory to Support Student SEL and Belonging
- ▶ Create Reflection Tools for Students to Implement Graduate Profile
- ▶ Identify and Build Parent/Guardian Leaders to Increase Family Engagement
- ▶ Increase positive school culture and student sense of belonging



Next Steps

- ▶ School Leadership Team Members will build 3-year action plan and 1-year Priority Plan for outcomes they manage
- ▶ Summer work to begin action plans, eg:
 - ▶ Graduate Profile-aligned portfolio and student led conference tools
 - ▶ Advisory scope and sequence
 - ▶ Enrollment playbook
 - ▶ Inquiry-based project AI tool
 - ▶ Work with FIA for charter renewal family-engagement
- ▶ Presentation to staff and other stakeholders in August
- ▶ Formal progress monitoring every 3 months



Coversheet

2025-2026 Staffing: Declaration of Need for Fully Qualified Educators

Section:	V. Academic Excellence
Item:	B. 2025-2026 Staffing: Declaration of Need for Fully Qualified Educators
Purpose:	Vote
Submitted by:	
Related Material:	cl500 25-26.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: _____

Revised Declaration of Need for year: _____

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

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

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 ____/____/____ 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, _____.

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

Name *Signature* *Title*

Fax Number *Telephone Number* *Date*

Mailing Address

E-Mail 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)

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	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

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

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? _____

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

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