



East Bay Innovation Academy

Board Meeting

Date and Time

Monday June 15, 2026 at 3:00 PM PDT

Location

EBIA's regular board meetings are held in person at EBIA, 3400 Malcolm Avenue, Oakland, CA at 3 PM.

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:00 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 5/19/2026 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			

		Purpose	Presenter	Time
II.	Consent Agenda			3:18 PM

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

- FY 27 EPA Spending Plan
- FY 27 EPA Spending Resolution
- Prop 28 Annual Report FY 26
- Prop 28 Certification FY 26
- Consolidated Application for Funding 26-27
- May Check Register
- Interim Executive Director Contract
- 26-27 Custodial Contract
- 26-27 Revolution Foods Contract

B.	EBIA Board Member Resignations	Vote	Brett van Zuiden	5 m
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The EBIA board president has accepted the resignations from the following EBIA Board Members, effective June 16, 2026 upon certification of this board action.

- Kelly Garcia
- Erin Frederick
- Shyam Kumar

Please vote to certify this transition and to recognize and extend EBIA's gratitude to these outgoing board members for their service to EBIA.

C.	EBIA Board Addition - Jennifer Afdahl Rice	Vote	Brett van Zuiden	5 m
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EBIA's Board President proposes that Jennifer Afdahl Rice be approved to serve on the EBIA Board of Directors effective June 16, 2026 upon certification of this board action. Their professional biography is as follows:

Executive Director, Blueprint Northern California

	Purpose	Presenter	Time	
	<p>Prior to joining Blueprint, Jennifer served as the Chief Client Services Officer at CSMC, working as a consultant CFO for charter schools and in business development. She has 15+ years of charter school financial management experience. She also has over 25 years of finance experience at several non-profit lenders and Harris Bank. She served as the Board President and Board Treasurer for Community Learning Center Schools, a charter school network in Alameda, on the audit committee for the national nonprofit Bread for the World and the Unity Council, and Treasurer of Scouting America (formerly BSA) Troop 203.</p> <p>Jennifer holds a bachelor's degree in business and sociology from Wartburg College and a master's degree in social service administration from the University of Chicago.</p>			
D.	Bank Resolution	Vote	Miranda Thorman	5 m
	<p>EBIA Board will vote on an updated Bank Resolution, adding Rachel Viegas to the bank account and removing Bonita Herrera and Miranda Thorman. Effective July 1, 2026.</p>			
III.	Approve Local Control and Accountability Plan			3:38 PM
	<p>The Board will review and approve the LCAP.</p>			
A.	Local Control Accountability Plan and Local Indicators Review and Approval	Vote	Miranda Thorman	5 m
	<ul style="list-style-type: none"> - Approve SY 26-27 Local Control Accountability Plan - Discuss and Approve Local Indicators 			
IV.	Finance and Development			3:43 PM
	<p>Finance</p>			
A.	East Bay Innovation Academy - Finance Update	Vote	Jessika Welcome	20 m
	<p>2026 - 2027 School Year budget review and approval</p>			
V.	Academic Excellence			4:03 PM

	Purpose	Presenter	Time
Academic Excellence			
A. Executive Director Updates 2026-2027 Plans Transition Updates	Discuss	Miranda Thorman	15 m
B. 2026-2027 Staffing: Declaration of Need for Fully Qualified Educators 2026 -2027 Staffing: Declaration of Need for Fully Qualified Educators	Vote	Miranda Thorman	5 m
VI. School Governance and Other Matters			4:23 PM
A. Vote to Approve Board Meeting Dates through 2026 -2027 School Year Board will discuss best dates and times for meetings and determine meeting calendar.	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
VII. Closing Items			4:38 PM
A. Adjourn Meeting	Vote	Brett van Zuiden	1 m

Coversheet

Review and Approve Minutes from 5/19/2026 REGULAR Board Meeting

Section: I. Opening Items
Item: C. Review and Approve Minutes from 5/19/2026 REGULAR Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 19, 2026

APPROVED



East Bay Innovation Academy

Minutes

Board Meeting

Date and Time

Tuesday May 19, 2026 at 3:00 PM

Location

EBIA's regular board meetings are held in person at EBIA, 3400 Malcolm Avenue, Oakland, CA at 3 PM.

Directors Present

Brad Edgar, Brett van Zuiden, Erin Fredrick, Kelly Garcia, Shyam Kumar

Directors Absent

Safia Omar

Guests Present

Miranda Thorman, Monique Bonilla, Rachel Viegas

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Brett van Zuiden called a meeting of the board of directors of East Bay Innovation Academy to order on Tuesday May 19, 2026 at 3:06 PM.

C.

Review and Approve Minutes from April 22, 2025 REGULAR Board Meeting

Brett van Zuiden made a motion to approve the minutes from Board Meeting on 04-13-26.

Brad Edgar seconded the motion.

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

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

No public comments.

II. Board Governance & Consent Agenda

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

Brett van Zuiden made a motion to approve consent agenda items.

Kelly Garcia seconded the motion.

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

B. Transition Committee Update

Transition committee has suspended weekly meetings. Has service agreement ready for Board review and vote.

C. Board Resolution: EBIA Enrollment

Shyam Kumar made a motion to approve resolution that states: WHEREAS, this Board, by majority vote, has determined that East Bay Innovation Academy (EBIA) finds it in the best interest of EBIA to suspend enrollment and operation of grades 9-12 for the 2026-27 school year. EBIA will continue to operate grades 6-8.

Brad Edgar seconded the motion.

Board acknowledged that this was a difficult decision but one that came after many alternatives were thoroughly explored.

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

D. Limited Service Agreement with Envision

Brett van Zuiden made a motion to approve limited service agreement between East Bay Innovation Academy and Envision Education effective July 1, 2026.

Shyam Kumar seconded the motion.

Board recommends the section in Exhibit A under HR/Talent be further proofread.

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

III. Finance Update

A. EBIA Year to Date Finance Review and Draft 26-27 Budget

Jessika Welcome from EdTec presented a finance update for the current year and reviewed draft budget for next year. Board will vote on the budget at the June meeting.

IV. Academic Excellence

A. Executive Director Report

Incoming Principal Rachel Viegas presented an update, including 26-27 School Year Priorities and composition of the Leadership Team.

Executive Director Miranda Thorman presented on end of year activities for Upper and Lower Schools.

Monique Bonilla presented an update on the Upper School transition.

B. LCAP Draft Public Feedback

Executive Director Miranda Thorman presented an LCAP update on year two (of three), reflecting on progress toward annual goals. Board will vote on LCAP in June.

V. School Governance and Other Matters

A. Confirm Board Meeting Dates through June 2026

Board has one remaining meeting: Monday, June 15 at 3pm

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

No public comments.

VI. Closing Items

A. Adjourn Meeting

Brett van Zuiden made a motion to adjourn meeting.

Brad Edgar seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:08 PM.

Respectfully Submitted,
Erin Fredrick

Coversheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section: II. Consent Agenda
Item: A. Review and Approve East Bay Innovation Academy Consent Agenda Items
Purpose: Vote
Submitted by:
Related Material:
EBIA-EPA Actuals FY26-JW-20260612.pdf
EBIA-FY27 EPA Spending Plan-JW-20260612.pdf
EBIA-Prop 28 Annual Report FY26-JW-20260604.pdf
EBIA-Prop28 Cert FY26-JW-2060326 (1).pdf
EBIA-ConApp FY27-JW-20260612.pdf
A_PRegister-May.pdf
Interim Part-Time Executive Director .pdf
East Bay Innovation Academy - RevFoods Vended Meals Renewal 2026-27 Edition 2 April CPI.pdf

East Bay Innovation Academy

2025-26 Education Protection Account

Program by Resource Report

Actual Expenditures through: June 30, 2026

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	89,260.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		89,260.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	89,260.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		89,260.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Education Protection Account (EPA) Spending Plan*

Estimated Expenditures July 1, 2026- June 30, 2027

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

	Object Codes	Revenue & Expense
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$53,580
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$53,580
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		\$53,580

*Estimated EPA Spending is based on the CDE's estimated 2026-27 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.

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: East Bay Innovation Academy
CDS Code: 01-61259-0129932
Charter School Number: 1620
Allocation Year: 2025-26, 2024-25, 2023-24

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

EBIA used these funds 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. | 271 |
| 6. Number of school sites providing arts education. | 0 |

Date of Approval by Governing Board/Body 6/4/2026 3:54:21 PM

Annual Report Data URL

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

Submission Date 6/4/2026 3:58:02 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: 2025-26

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 3/26/2026 3:45:15 PM

2026–27 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. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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

ESP-CA
EdTec Network : East Bay Innovation Academy (EBIA)
A/P Register
May 1, 2026 - May 31, 2026

Account	Type	Date	Document Number	Vendor	Memo	Date Due	Billed	Paid	Balance
Accounts Payable									(\$19,225.06)
	Bill Payment	5/1/26	9907	224491 Alberts, Keiran (ee)				\$1,088.68	(\$18,136.38)
	Bill Payment	5/1/26	9908	192331 Amazon Capital Services				\$1,911.16	(\$16,225.22)
	Bill Payment	5/1/26	9909	56373 Charter Schools Development Center				\$5,900.00	(\$10,325.22)
	Bill Payment	5/1/26	9910	71320 Christy White Associates				\$2,000.00	(\$8,325.22)
	Bill Payment	5/1/26	9911	205367 Kovner, Athena (ee)				\$102.65	(\$8,222.57)
	Bill Payment	5/1/26	9912	51097 Office Depot				\$249.93	(\$7,972.64)
	Bill Payment	5/1/26	9913	180900 Orkin				\$196.15	(\$7,776.49)
	Bill Payment	5/1/26	ACH5122	184812 Scoot Education Inc.				\$5,961.00	(\$1,815.49)
	Bill Payment	5/1/26	9914	223500 Swanson, Catherine (Reimb)				\$247.00	(\$1,568.49)
	Bill Payment	5/1/26	9915	166317 The Education Team				\$619.46	(\$949.03)
	Bill Payment	5/1/26	9916	98131 Waste Management (Cust# 00513-38904)				\$949.03	(\$0.00)
	Bill	5/5/26	050526	217445 Tri Counties Bank VISA (14 Credit write off		Paid	\$22,449.62		(\$22,449.62)
	Bill Credit	5/5/26	050526	217445 Tri Counties Bank VISA (14 Credit write off				\$22,449.62	\$0.00
	Bill	5/6/26	050126	197312 Aaron's Academic Apparel	Cap & Gown Units and Stoles	Paid	\$4,568.23		(\$4,568.23)
	Bill	5/6/26	1YC1-J4QC-QP7G	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$43.07		(\$4,611.30)
	Bill	5/6/26	1Y93-46WG-J9Y3	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$36.81		(\$4,648.11)
	Bill	5/6/26	1FPT-JV17-79QM	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$2.41		(\$4,650.52)
	Bill	5/6/26	1M14-411R-NPP4	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$81.94		(\$4,732.46)
	Bill	5/6/26	1RK6-THTV-HVDF	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$342.26		(\$5,074.72)
	Bill	5/6/26	111T-K1F3-QP47	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$556.74		(\$5,631.46)
	Bill	5/6/26	1FVC-TFNT-L1HQ	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$44.28		(\$5,675.74)
	Bill	5/6/26	1VNP-CJKD-DF9M	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$54.07		(\$5,729.81)
	Bill	5/6/26	1M7R-LH6P-PG4Y	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suq	Paid	\$10.29		(\$5,740.10)
	Bill	5/6/26	000025115024	136259 AT&T (#6883)	Acct# 9391066883; Internet Serv	Paid	\$643.63		(\$6,383.73)
	Bill	5/6/26	CINV-00016051	47895 EdTec	CustID# C-000246; EdTec Mont	Paid	\$16,411.25		(\$22,794.98)
	Bill	5/6/26	00886_0426_A	158937 HopSkipDrive, Inc	Field Trip; 04/01 - 04/30/26	Paid	\$6,087.62		(\$28,882.60)
	Bill	5/6/26	22244	47540 Law Offices of Young, Minne	Legal Services : 04/01 - 04/30/26	Paid	\$4,416.50		(\$33,299.10)
	Bill	5/6/26	87	132360 Lina's Janitorial Services	Janitorial Service for US & LS (1	Paid	\$12,000.00		(\$45,299.10)
	Bill	5/6/26	010081-C001339	75203 Revolution Foods, Inc.	Cust #C001339; Food Service A	Paid	\$15,348.95		(\$60,648.05)
	Bill	5/6/26	CD_001427521	110058 RingCentral Inc. (Cust# 90	Customer ID: 1184099019; Phon	Paid	\$750.88		(\$61,398.93)
	Bill	5/6/26	CD_001427522	110058 RingCentral Inc. (Cust# 90	Customer ID: 1184099019; Phon	Paid	\$750.88		(\$62,149.81)
	Bill	5/6/26	166412	184812 Scoot Education Inc.	Services: 04/27 - 05/01/26	Paid	\$6,765.00		(\$68,914.81)
	Bill	5/6/26	1101659	166317 The Education Team	BA Only & CBEST: 04/22 - 04/24	Paid	\$1,080.24		(\$69,995.05)
	Bill	5/6/26	1101658	166317 The Education Team	BA Only: 04/21 - 04/24/26	Paid	\$941.46		(\$70,936.51)

Bill	5/6/26	M0285829	218905 The Stepping Stones Group Cust# EBIA6305; Occupational T Paid	\$8,188.75		(\$79,125.26)
Bill	5/6/26	825059443	51463 Vision Service Plan - (VSP) Client ID: 30050552; Vision Plan Paid	\$555.99		(\$79,681.25)
Bill	5/6/26	5038605157	193599 Wells Fargo Vendor Financ Cust# 1055852811; Leasing of Lr Paid	\$293.50		(\$79,974.75)
Bill	5/13/26	1RK7-HMP4-74QD	192331 Amazon Capital Services Acct #A1GDQTYJDVQHA0; Suj Paid	\$63.00		(\$80,037.75)
Bill	5/13/26	1XNC-YDQ9-YYMK	192331 Amazon Capital Services Acct #A1GDQTYJDVQHA0; Suj Paid	\$42.07		(\$80,079.82)
Bill	5/13/26	11RQ-VXCL-G147	192331 Amazon Capital Services Acct #A1GDQTYJDVQHA0; Suj Paid	\$60.79		(\$80,140.61)
Bill	5/13/26	000025106802	106388 AT&T (BAN# 2435) Acct# 9391062435; Internet Serv Paid	\$643.63		(\$80,784.24)
Bill	5/13/26	19	210053 Fred Finch Youth Center Non Public School/Agency Char Paid	\$4,914.24		(\$85,698.48)
Bill	5/13/26	1309563	153215 Herff Jones, Inc. Cust# 04106628111; Diploma Paid	\$375.21		(\$86,073.69)
Bill	5/13/26	1309361	153215 Herff Jones, Inc. Cust# 04106628111; Seal Misc F Paid	\$45.40		(\$86,119.09)
Bill	5/13/26	1153605432	158776 isolved Benefit Services C10007972; FBA Monthly Admir Paid	\$79.38		(\$86,198.47)
Bill	5/13/26	809412418912	50991 Kaiser Foundation Health Plr Customer ID: 8094124388; June Paid	\$25,766.63		(\$111,965.10)
Bill	5/13/26	EBIARENT26D	52884 Oakland Unified School Distr 2025/26 Facility fee Billing (4 of 4 Paid	\$32,831.25		(\$144,796.35)
Bill	5/13/26	464587585001	51097 Office Depot Acct# 16610744; Supplies Paid	\$166.93		(\$144,963.28)
Bill	5/13/26	1103840	166317 The Education Team BA Only & 30-Day Permit: 04/27 Paid	\$1,050.33		(\$146,013.61)
Bill	5/13/26	1103839	166317 The Education Team BA Only: 04/28 - 05/01/26 Paid	\$592.64		(\$146,606.25)
Bill	5/13/26	6456731-2216-6	115191 Waste Management (Cust# Cust# 15-00043-73002; Waste S Paid	\$1,735.41		(\$148,341.66)
Bill	5/13/26	051226	179123 Noel, Charles aka Charlie (Reimb: Pizza for Incoming famil Paid	\$319.18		(\$148,660.84)
Bill Payment	5/13/26	9917	197312 Aaron's Academic Apparel & Graduation Products		\$4,568.23	(\$144,092.61)
Bill Payment	5/13/26	9918	192331 Amazon Capital Services		\$1,171.87	(\$142,920.74)
Bill Payment	5/13/26	9919	136259 AT&T (#6883)		\$643.63	(\$142,277.11)
Bill Payment	5/13/26	ACH5123	47895 EdTec		\$16,411.25	(\$125,865.86)
Bill Payment	5/13/26	9920	158937 HopSkipDrive, Inc		\$6,087.62	(\$119,778.24)
Bill Payment	5/13/26	9921	47540 Law Offices of Young, Minney & Corr, LLP		\$4,416.50	(\$115,361.74)
Bill Payment	5/13/26	9922	132360 Lina's Janitorial Services		\$12,000.00	(\$103,361.74)
Bill Payment	5/13/26	9923	75203 Revolution Foods, Inc.		\$15,348.95	(\$88,012.79)
Bill Payment	5/13/26	ACH5124	110058 RingCentral Inc. (Cust# 9019)		\$1,501.76	(\$86,511.03)
Bill Payment	5/13/26	ACH5125	184812 Scoot Education Inc.		\$6,765.00	(\$79,746.03)
Bill Payment	5/13/26	9924	166317 The Education Team		\$2,021.70	(\$77,724.33)
Bill Payment	5/13/26	9925	218905 The Stepping Stones Group LLC		\$8,188.75	(\$69,535.58)
Bill Payment	5/13/26	9926	51463 Vision Service Plan - (VSP)		\$555.99	(\$68,979.59)
Bill Payment	5/13/26	9927	193599 Wells Fargo Vendor Financial Services, LLC		\$293.50	(\$68,686.09)
Bill	5/14/26	56584495	226431 Linde Gas & Equipment Inc. Balloon Filler, Helium Paid	\$457.93		(\$69,144.02)
Bill Payment	5/18/26	9928	192331 Amazon Capital Services		\$165.86	(\$68,978.16)
Bill Payment	5/18/26	9929	106388 AT&T (BAN# 2435)		\$643.63	(\$68,334.53)
Bill Payment	5/18/26	9930	210053 Fred Finch Youth Center		\$4,914.24	(\$63,420.29)
Bill Payment	5/18/26	9931	153215 Herff Jones, Inc.		\$420.61	(\$62,999.68)
Bill Payment	5/18/26	9932	158776 isolved Benefit Services		\$79.38	(\$62,920.30)
Bill Payment	5/18/26	9933	226431 Linde Gas & Equipment Inc.		\$457.93	(\$62,462.37)
Bill Payment	5/18/26	9934	179123 Noel, Charles aka Charlie (ee)		\$319.18	(\$62,143.19)
Bill Payment	5/18/26	9935	51097 Office Depot		\$166.93	(\$61,976.26)
Bill Payment	5/18/26	9936	166317 The Education Team		\$1,642.97	(\$60,333.29)
Bill Payment	5/18/26	9937	115191 Waste Management (Cust# 3002)		\$1,735.41	(\$58,597.88)
Bill	5/19/26	June 2026	106674 Golden Gate Academy SY 25-26 Monthly use fee for Gc Paid	\$37,500.00		(\$96,097.88)
Bill Payment	5/19/26	9938	106674 Golden Gate Academy		\$37,500.00	(\$58,597.88)

Bill	5/21/26	1GNC-9LCK-FJTG	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$82.00		(\$58,679.88)
Bill	5/21/26	16KT-9LW3-V1KK	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$143.32		(\$58,823.20)
Bill	5/21/26	1HCP-RTWK-3994	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$131.89		(\$58,955.09)
Bill	5/21/26	19QM-4NM3-PF4V	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$60.28		(\$59,015.37)
Bill	5/21/26	1DQQ-J4DV-6N37	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$220.39		(\$59,235.76)
Bill	5/21/26	1K3Q-H7LQ-PWPC	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$118.89		(\$59,354.65)
Bill	5/21/26	1T3G-PTQ7-KRTL	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$95.90		(\$59,450.55)
Bill	5/21/26	1G7M-K3NN-J3XW	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$25.69		(\$59,476.24)
Bill	5/21/26	1T3G-PTQ7-FXVP	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$28.78		(\$59,505.02)
Bill	5/21/26	051426	51452 East Bay Municipal Utility Di	Acct# 49867400001; Water Serv Paid	\$2,280.57		(\$61,785.59)
Bill	5/21/26	1349	226598 Fishtank Learning, Inc.	ELA Plus All-Access School Site Paid	\$6,745.00		(\$68,530.59)
Bill	5/21/26	10122	179830 Hands-On Technology	After-School Services: April 202 Paid	\$12,125.00		(\$80,655.59)
Bill	5/21/26	EBIA-SPRING26	144284 Oakland Athletic League	OAL Middle School Track & Fiel Paid	\$2,810.50		(\$83,466.09)
Bill	5/21/26	051526	47928 PG&E	Account No 4052865603-2; Gas Paid	\$2,691.04		(\$86,157.13)
Bill	5/21/26	PERM-3638	184812 Scoot Education Inc.	Fee for the placement of Delia Z Paid	\$10,000.00		(\$96,157.13)
Bill	5/21/26	167689	184812 Scoot Education Inc.	Services: 05/04 - 05/08/26 Paid	\$6,765.00		(\$102,922.13)
Bill	5/21/26	168994	184812 Scoot Education Inc.	Services: 05/11 - 05/15/26 Paid	\$6,104.55		(\$109,026.68)
Bill	5/21/26	1105986	166317 The Education Team	30-Day Permit & BA Only: 05/06 Paid	\$793.50		(\$109,820.18)
Bill	5/21/26	1105985	166317 The Education Team	30-Day Permit: 05/07/26 Paid	\$329.67		(\$110,149.85)
Bill	5/21/26	M0287204	218905 The Stepping Stones Group	Cust# EBIA6305; Occupational T Paid	\$8,718.75		(\$118,868.60)
Bill	5/21/26	051726	78741 Fitts, Michelle (ee)	Reimb: Headsets for Sure Wirel Paid	\$177.16		(\$119,045.76)
Bill	5/21/26	051726A	78741 Fitts, Michelle (ee)	Reimb: Mic Tape, Felt pads for : Paid	\$392.85		(\$119,438.61)
Bill	5/21/26	052026	224491 Alberts, Keiran (ee)	Reimb: Summer 2026 Bi Weekl Paid	\$866.98		(\$120,305.59)
Bill	5/21/26	050726	139221 Marzec, Michael (ee)	Reimb: Primer, Painting supplie Paid	\$414.02		(\$120,719.61)
Bill Payment	5/22/26	9939	224491 Alberts, Keiran (ee)			\$866.98	(\$119,852.63)
Bill Payment	5/22/26	9940	192331 Amazon Capital Services			\$907.14	(\$118,945.49)
Bill Payment	5/22/26	9941	51452 East Bay Municipal Utility District (EBMUD)			\$2,280.57	(\$116,664.92)
Bill Payment	5/22/26	9942	226598 Fishtank Learning, Inc.			\$6,745.00	(\$109,919.92)
Bill Payment	5/22/26	ACH5126	78741 Fitts, Michelle (ee)			\$570.01	(\$109,349.91)
Bill Payment	5/22/26	ACH5127	179830 Hands-On Technology			\$12,125.00	(\$97,224.91)
Bill Payment	5/22/26	9943	50991 Kaiser Foundation Health Plan			\$25,766.63	(\$71,458.28)
Bill Payment	5/22/26	9944	139221 Marzec, Michael (ee)			\$414.02	(\$71,044.26)
Bill Payment	5/22/26	9945	144284 Oakland Athletic League			\$2,810.50	(\$68,233.76)
Bill Payment	5/22/26	9946	52884 Oakland Unified School District			\$32,831.25	(\$35,402.51)
Bill Payment	5/22/26	9947	47928 PG&E			\$2,691.04	(\$32,711.47)
Bill Payment	5/22/26	ACH5128	184812 Scoot Education Inc.			\$22,869.55	(\$9,841.92)
Bill Payment	5/22/26	9948	166317 The Education Team			\$1,123.17	(\$8,718.75)
Bill Payment	5/22/26	9949	218905 The Stepping Stones Group LLC			\$8,718.75	\$0.00
Bill	5/27/26	1CH7-DTRT-TRKN	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$110.74		(\$110.74)
Bill	5/27/26	1QXY-CD7X-LXDT	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$39.26		(\$150.00)
Bill	5/27/26	1JXL-4HXH-MFR7	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$37.64		(\$187.64)
Bill	5/27/26	1K11-73KV-3D4Q	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Suj Paid	\$88.78		(\$276.42)
Bill	5/27/26	000025261696	136259 AT&T (#6883)	Acct# 9391066883; Internet Serv Paid	\$643.63		(\$920.05)
Bill	5/27/26	000025255651	106388 AT&T (BAN# 2435)	Acct# 9391062435; Internet Serv Paid	\$643.63		(\$1,563.68)
Bill	5/27/26	2453337	50269 CoPower	Cust# 902360; Dental Plan June Paid	\$2,248.32		(\$3,812.00)

Bill	5/27/26	1084	225333 Core 4 Consulting LLC	Transition Specialist	Paid	\$13,000.00		(\$16,812.00)
Bill	5/27/26	2865	226798 Digit Sound	Labor	Paid	\$272.50		(\$17,084.50)
Bill	5/27/26	18	210053 Fred Finch Youth Center	Non Public School/Agency Char	Paid	\$6,757.08		(\$23,841.58)
Bill	5/27/26	1313023	153215 Herff Jones, Inc.	Cust# 04106628111; Cover	Paid	\$153.78		(\$23,995.36)
Bill	5/27/26	EBIA-Winter26	144284 Oakland Athletic League	EBIA League Fee	Paid	\$839.50		(\$24,834.86)
Bill	5/27/26	469305711001	51097 Office Depot	Acct# 16610744; Supplies	Paid	\$88.37		(\$24,923.23)
Bill	5/27/26	296328364	180900 Orkin	Account #36504571; Pest Contro	Paid	\$196.15		(\$25,119.38)
Bill	5/27/26	170243	184812 Scoot Education Inc.	Services: 05/10 - 05/22/26	Paid	\$7,181.00		(\$32,300.38)
Bill	5/27/26	825247971	51463 Vision Service Plan - (VSP)	Client ID: 30050552; Vision Plan	Paid	\$584.41		(\$32,884.79)
Bill	5/27/26	9934517-2216-5	98131 Waste Management (Cust#	Cust# 00513-38904; Ops Charte	Paid	\$955.39		(\$33,840.18)
Bill Payment	5/28/26	9950	192331 Amazon Capital Services				\$276.42	(\$33,563.76)
Bill Payment	5/28/26	9951	136259 AT&T (#6883)				\$643.63	(\$32,920.13)
Bill Payment	5/28/26	9952	106388 AT&T (BAN# 2435)				\$643.63	(\$32,276.50)
Bill Payment	5/28/26	9953	50269 CoPower				\$2,248.32	(\$30,028.18)
Bill Payment	5/28/26	ACH5129	225333 Core 4 Consulting LLC				\$13,000.00	(\$17,028.18)
Bill Payment	5/28/26	9954	226798 Digit Sound				\$272.50	(\$16,755.68)
Bill Payment	5/28/26	9955	210053 Fred Finch Youth Center				\$6,757.08	(\$9,998.60)
Bill Payment	5/28/26	9956	153215 Herff Jones, Inc.				\$153.78	(\$9,844.82)
Bill Payment	5/28/26	9957	144284 Oakland Athletic League				\$839.50	(\$9,005.32)
Bill Payment	5/28/26	9958	51097 Office Depot				\$88.37	(\$8,916.95)
Bill Payment	5/28/26	9959	180900 Orkin				\$196.15	(\$8,720.80)
Bill Payment	5/28/26	ACH5130	184812 Scoot Education Inc.				\$7,181.00	(\$1,539.80)
Bill Payment	5/28/26	9960	51463 Vision Service Plan - (VSP)				\$584.41	(\$955.39)
Bill Payment	5/28/26	9961	98131 Waste Management (Cust#	00513-38904)			\$955.39	\$0.00
AP - District Prior Year Prop Tax Adjustment								(\$20,176.00)
Total - AP - District Prior Year Prop Tax Adjustment						\$0.00	\$0.00	(\$20,176.00)
Total - Accounts Payable						\$305,030.30	\$324,255.36	(\$20,176.00)
Total						\$305,030.30	\$324,255.36	(\$20,176.00)

Interim Executive Director - Monique Bonilla

Organization: East Bay Innovation Academy (EBIA)

Location: Primarily remote; in-person attendance once per month & for quarterly Board meetings (if additional in-person time is required, additional compensation or reimbursement will be required)

Compensation: \$10,000/month

Travel: Up to \$1000/month reimbursed for travel expenses

Term: Interim (duration to be determined in partnership with the Board)

Position Overview

The Interim Executive Director will provide steady, strategic leadership during a critical transition period for EBIA. This role serves as the primary bridge between the EBIA Board of Directors, Envision Education, and key external partners, ensuring organizational alignment, operational continuity, and a smooth merger process. The Interim Executive Director will center clear communication, strong systems management, and thoughtful relationship-building to support both immediate needs and long-term sustainability.

Key Responsibilities

Board Leadership & Governance

- Serve as the primary liaison between the EBIA Board of Directors and Envision Education
- Partner closely with the EBIA Board President to plan, manage, and facilitate quarterly Board meetings and any special meetings
- Ensure Board members receive timely, accurate, and relevant information to support effective decision-making

Strategic Transition & Merger Support

- Lead and coordinate the merger process with Envision Education, ensuring alignment across stakeholders
- Support the implementation of the Limited Services Agreement between EBIA and Envision
- Identify and proactively address challenges to maintain forward progress during the transition

Operations, Compliance & Financial Oversight

- Ensure timely and accurate execution of budget processes and financial oversight
- Oversee compliance with federal, state, and local reporting requirements
- Monitor key centralized functions to ensure operational continuity and effectiveness

External Relations & Partnerships

- Manage and maintain the relationship between EBIA and Oakland Unified School District (OUSD)
- Support preparation for charter renewal and contribute to long-term facilities planning and stability

Leadership Support

- Provide coaching and strategic guidance to the EBIA Principal, particularly in areas of compliance, budgeting, union negotiations, and alignment with Envision
- Support leadership decision-making to ensure consistency and clarity during the transition

Additional Responsibilities

- Address emerging organizational needs and challenges as they arise
 - Carry out additional duties in partnership with the EBIA Board of Directors to ensure successful organizational outcomes
-

Qualifications & Experience

- Proven leadership experience in education, nonprofit, or charter school systems
 - Strong understanding of school operations, compliance, and governance structures
 - Experience managing complex organizational transitions or partnerships
 - Demonstrated ability to build and maintain strong relationships across stakeholders
 - Strategic thinker with strong problem-solving and communication skills
-

Leadership Approach

The Interim Executive Director must demonstrate a grounded, responsive, and solutions-oriented leadership approach, with the ability to balance urgency with care and strategy with practical execution. This role requires strong capacity to navigate complex situations while maintaining clarity, building trust, and ensuring alignment across all stakeholders.

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Revolution Foods, PBC and EAST BAY INNOVATION ACADEMY

This addendum made on ____/____/____ between **Revolution Foods, PBC** and EAST BAY INNOVATION ACADEMY is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. Addendum Purpose

This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2026, ending on June 30, 2027.

2. Service Agreement Period

Base Year: July 1, 2022 – June 30, 2023
 Current Renewal Year: July 1, 2026 – June 30, 2027

3. Pricing

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

Meal Type	Fee Per Meal ²
Breakfast	\$3.00
Lunch	\$4.46

Additional Ordering Options – Non-Required

1. Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, sesame, and soybeans¹
 Breakfast: \$ 3.57 Lunch: \$ 5.10
2. Soy Milk – non medically needed: \$ 0.82 (sold by case only, case size varies)
3. 3rd Party Pizza Meal Options: \$0.60 per lunch
4. Onsite BBQs for Lunch: \$0.64 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): \$.51 per meal, sold in kits of 50 count
6. National Commodity Processor Fee: 10% of creditable commodity usage

EAST BAY INNOVATION ACADEMY and Revolution Foods hereby mutually exercise the option to renew the service agreement and all terms and conditions of the original Base Year service agreement, and all subsequent renewals remain in effect and are applicable to this contract renewal.

¹ Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.
² Rate Increase reflect the April 2026 CPI for Food Away from Home – West Region.

EAST BAY INNOVATION ACADEMY – Revolution Foods, PBC
 2026-27 Vended Meals Service Agreement Renewal - Page 2 of 2

Name & Title of SFA Representative	Telephone Number
Mailing Address	
Signature	Date
Name & Title of Revolution Foods Meals Representative Drew Helmey, Sr. Vice President of Sales & Marketing	Telephone Number (323) 838-5555
Mailing Address 5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature 	Date 5/29/2026

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

² Rate Increase reflect the April 2026 CPI for Food Away from Home – West Region.

Coversheet

Bank Resolution

Section: II. Consent Agenda
Item: D. Bank Resolution
Purpose: Vote
Submitted by:
Related Material: Bank Signature Resolution Jun 2026.pdf



Resolution of the Board of Directors of East Bay Innovation Academy

EAST BAY INNOVATION ACADEMY

RESOLUTION FOR BANK TRANSITION

WHEREAS, East Bay Innovation Academy is a California nonprofit public benefit corporation that operates as a California public charter school at 3400 Malcolm Ave, Oakland, CA 94605;

WHEREAS, East Bay Innovation Academy owns bank accounts with TriCounties Bank (“Bank Accounts”);

WHEREAS, East Bay Innovation Academy seeks to revoke a previously designated Bank Account signatories and Bank Account key executives and appoint a new signatories and Bank Account key executives;

WHEREAS, Miranda Thorman, Executive Director, was previously designated by the Board of Directors as an authorized Bank Account signatory;

WHEREAS, Bonita Herrera, Senior Director of Operations, was previously designated by the Board of Directors as an authorized Bank Account signatory;

WHEREAS, Bonita Herrera is transitioning out of her role as Senior Director of Operations of East Bay Innovation Academy and is therefore being removed as a Bank Account signatory on the Bank Account;

WHEREAS, Miranda Thorman is transitioning out of her role as Executive Director of East Bay Innovation Academy and is therefore being removed as a Bank Account signatory on the Bank Account;

WHEREAS, East Bay Innovation Academy seeks to have Rachel Viegas, Principle serve as the Bank Account signatory on the Bank Account; in place of Miranda Thorman;

WHEREAS, East Bay Innovation Academy seeks to maintain Brett Van Zuiden, Board Chair serve as an authorized Bank Account signatory per the boards vote;

THEREFORE, IT IS RESOLVED, that the Board revokes its previous designation of Bonita Herrera as an authorized bank account signatory;

THEREFORE, IT IS RESOLVED, that the Board revokes its previous designation of Miranda Thorman as an authorized bank account signatory;

THEREFORE, IT IS RESOLVED, that the Board designates Brett Van Zuiden, Board Chair maintain authority as Bank Account signatory;

THEREFORE, IT IS RESOLVED, that the Board designates Rachel Viegas, Principal as an authorized Bank Account signatory;

THEREFORE, IT IS FURTHER RESOLVED, that the authorized Bank Account signatories are authorized to sign checks, drafts, and other instruments drawn on the Bank Account, on behalf of and for the benefit of East Bay Innovation Academy, subject to any restrictions on that authority as the Board may deem appropriate.

PASSED AND ADOPTED by the Board of Directors at a regular meeting held on July 1, 2026, by the following vote:

Ayes:

Nos:

Absent:

* * * *

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of East Bay Innovation Academy, a California nonprofit public benefit corporation; that this resolution is true and correct as written and was duly adopted by the Board at a regular meeting held on July 1, 2026.

Kelly Garcia, EBIA Board Secretary

Coversheet

Local Control Accountability Plan and Local Indicators Review and Approval

Section: III. Approve Local Control and Accountability Plan
Item: A. Local Control Accountability Plan and Local Indicators Review and Approval
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_East_Bay_Innovation_Academy_20260612.pdf
25-26 Local Indicators.pdf



LCFF Budget Overview for Parents

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

CDS Code: 01-61259-0129932

School Year: 2026-27

LEA contact information:

Miranda Thorman

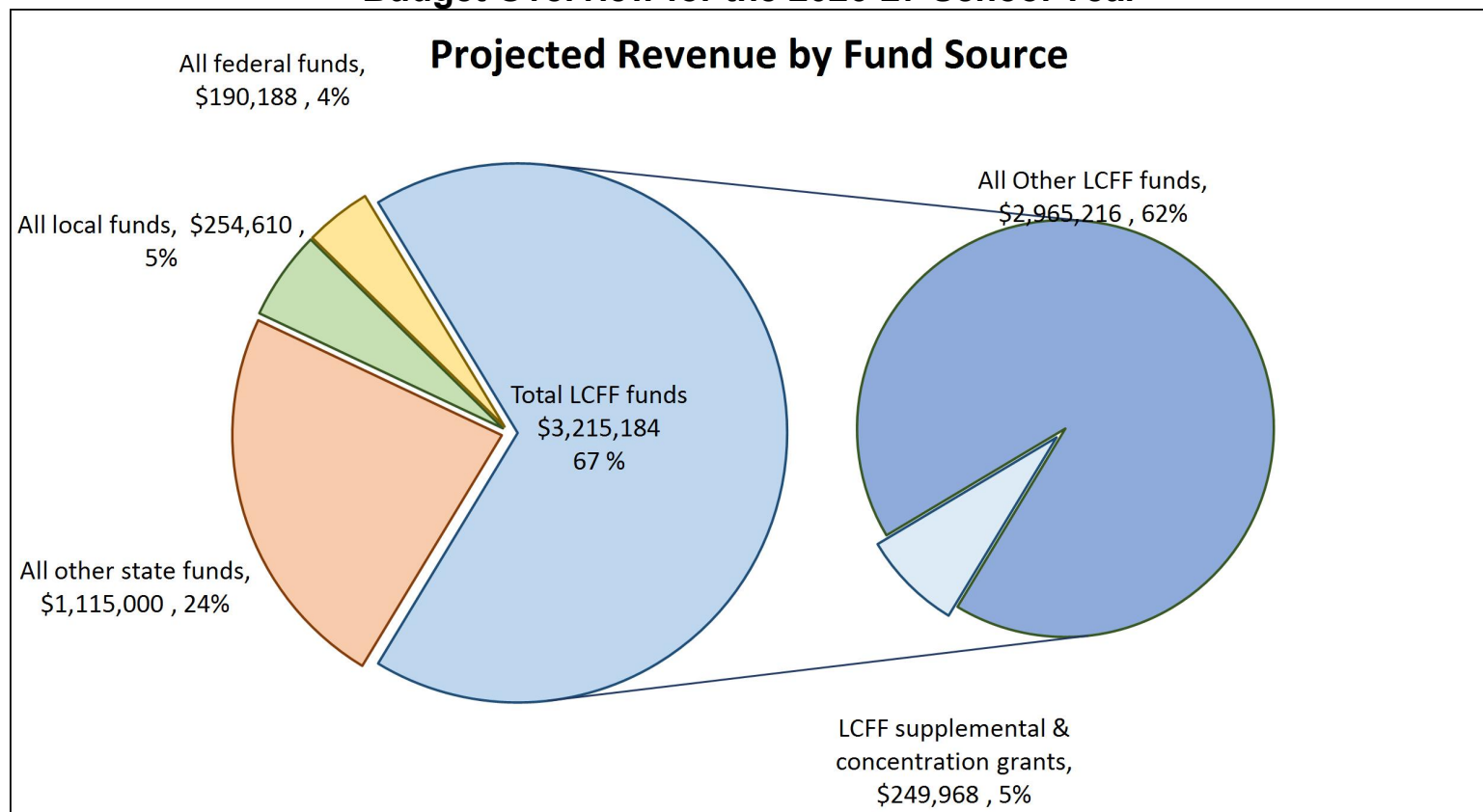
Executive Director

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 2026-27 School Year

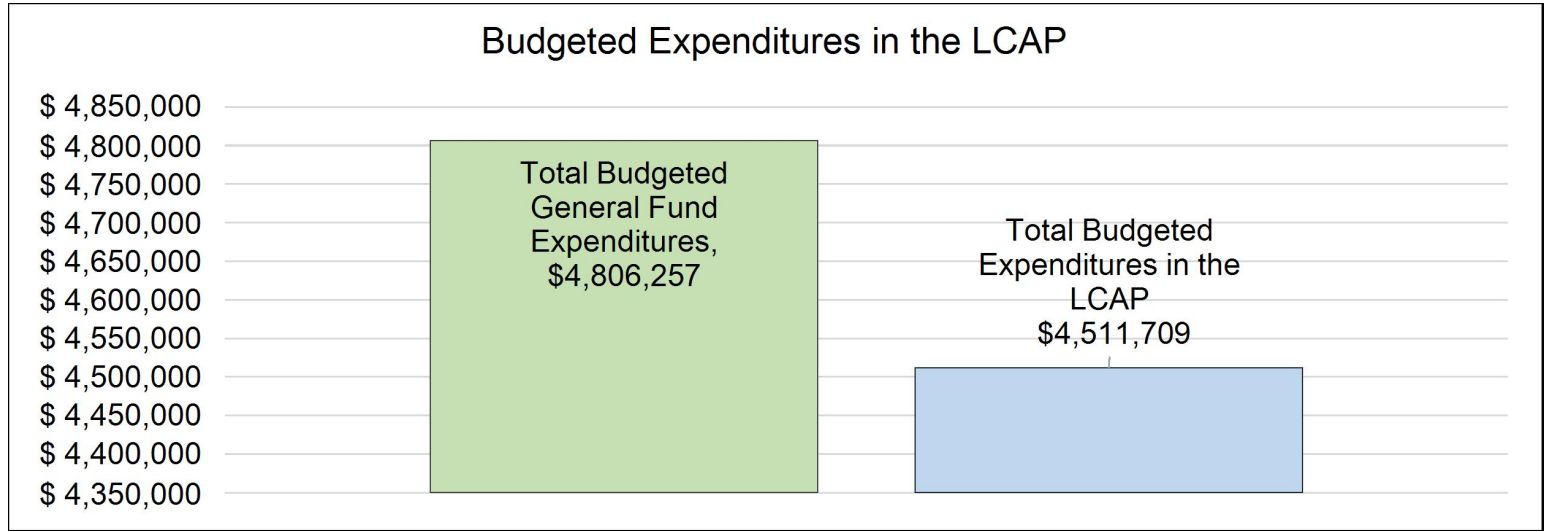


This chart shows the total general purpose revenue East Bay Innovation Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Bay Innovation Academy is \$4,774,982, of which \$3215184 is Local Control Funding Formula (LCFF), \$1115000 is other state funds, \$254610 is local funds, and \$190188 is federal funds. Of the \$3215184 in LCFF Funds, \$249968 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

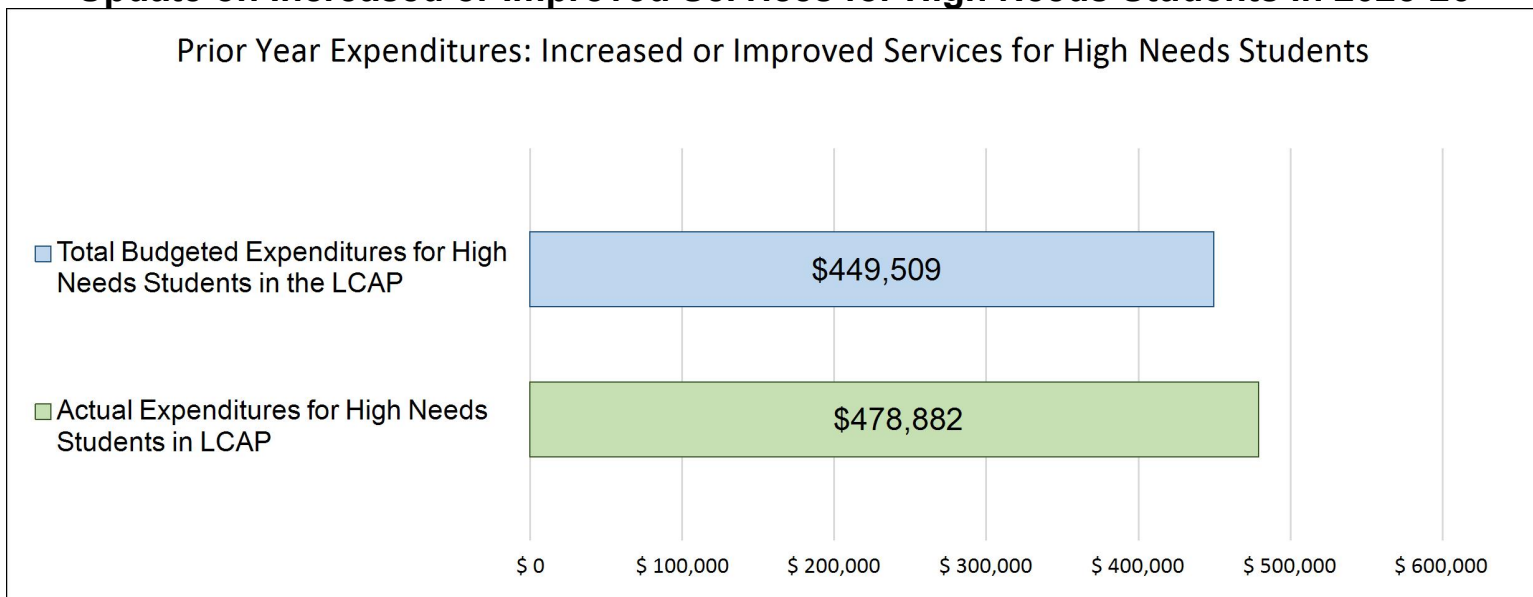
The text description of the above chart is as follows: East Bay Innovation Academy plans to spend \$4806257 for the 2026-27 school year. Of that amount, \$4511709 is tied to actions/services in the LCAP and \$294,548 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, East Bay Innovation Academy is projecting it will receive \$249968 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 \$252422 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 2025-26



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 2025-26, East Bay Innovation Academy's LCAP budgeted \$449,509 for planned actions to increase or improve services for high needs students. East Bay Innovation Academy actually spent \$478,882 for actions to increase or improve services for high needs students in 2025-26.



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 [2026-27]

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 2025-2026 school year, EBIA created and implemented an instructional framework, aligned to our new Profile of a Graduate. We created and implemented teacher observation and coaching tools aligned to the instructional framework to improve teaching and learning.

In the 2025-2006 school year, EBIA served students in grades 6 – 12 with approximately 465 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: 115

Grade 7: 63

Grade 8: 87

Grade 9: 43

Grade 10: 42

Grade 11: 51

Grade 12: 62

Total Enrollment: 463

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.

Over the course of this academic year, student achievement data reflects a mixed but ultimately informative picture of growth, progress, and continued opportunity—particularly when examined through the lens of equity and subgroup performance.

In Mathematics, overall SBAC performance showed a modest increase of 0.4%, signaling relative stability in core outcomes. Notably, several student groups demonstrated meaningful gains. Socioeconomically disadvantaged students improved by 5.74 percentage points, while English Learners saw a significant increase of 9.38 percentage points. African American and Latino students also experienced incremental growth (+1.45 and +1.57, respectively), indicating some progress in addressing longstanding achievement gaps.

At the same time, Students with Disabilities experienced a substantial decline (-12.32), highlighting an urgent need to strengthen targeted supports and instructional strategies for this group. While all students remain 45.4 points below standard in Math, this reflects a positive gain of 6.1 points from the prior year. Encouragingly, socioeconomically disadvantaged students made particularly strong progress, improving by 20.8 points, and English Learners improved by 11.9 points. However, Students with Disabilities declined by 12.2 points, reinforcing the need for a more coherent and effective MTSS framework and differentiated instruction.

In English Language Arts, overall performance demonstrated stronger gains. The percentage of students meeting or exceeding standards increased by 3.21%, with particularly notable improvements among African American students (+14.26) and socioeconomically disadvantaged students (+12.34). These gains suggest that targeted literacy strategies and supports are having a positive impact for historically underserved groups.

However, not all trends were positive. Students with Disabilities declined by 7.33 percentage points, and Hispanic/Latino students saw a decrease of 6.88 percentage points in meeting or exceeding standards. English Learners showed only minimal growth (+0.76), indicating a need to further refine language development supports within core instruction.

Looking at distance from standard provides additional context. All students are now performing 9.2 points above standard in ELA, representing a substantial gain of 15.2 points. Socioeconomically disadvantaged students made a remarkable 30.9-point gain, though they remain below standard. In contrast, English Learners and African American students saw declines in their distance from standard (-15.5 and -17.4 points, respectively), suggesting that while overall performance improved, growth was not evenly distributed across all groups.

Interim assessment data from NWEA MAP further supports these trends. In Math, there was a 3-percentile decrease in growth, aligning with the relatively flat SBAC performance and reinforcing the need to strengthen instructional coherence and rigor in mathematics. In contrast, ELA MAP results showed a 9-percentile increase in growth, corroborating the stronger gains observed in SBAC ELA outcomes.

Taken together, this year's data reflects meaningful progress in English Language Arts and for several historically underserved student groups, particularly socioeconomically disadvantaged students and African American students. At the same time, the data underscores persistent and, in some cases, widening gaps for Students with Disabilities and uneven progress for English Learners across content areas.

Moving forward, the data points to several clear priorities: strengthening Tier 1 instruction in mathematics, deepening targeted interventions for Students with Disabilities, and refining integrated language development strategies to better support English Learners. Continued focus on data-driven instruction, aligned professional development, and a cohesive MTSS framework will be critical to ensuring that gains are both accelerated and equitably distributed across all student groups.

This year's school culture data reflects meaningful progress in several key areas, alongside critical opportunities for growth. Student survey results indicate improvements in core aspects of the learning environment, including Climate of Support for Academic Learning (+3%), Sense of Belonging (+6%), and a notable increase in perceptions of fairness and clarity around Discipline, Rules, and Norms (+9%). These gains suggest that efforts to build consistent systems and strengthen relationships are having a positive impact on students' day-to-day experience. Suspension rates decreased to 2% (a 5% reduction), indicating progress toward more restorative and supportive approaches to discipline. The decrease in student sense of safety suggests a need to more deeply examine student experiences and perceptions of safety at school.

Parent survey data presents a generally positive view of the school, with increases in School Climate (+5%) and stable perceptions of School Safety (+1%). However, Family Engagement declined slightly (-3%) and remains an area for growth, pointing to the need for stronger, more consistent partnerships with families.

Attendance data reinforces overall positive culture trends, with a strong average daily attendance rate of 95% and a relatively low chronic absenteeism rate of 10.6%. These indicators suggest that most students feel connected enough to regularly attend school, though continued efforts are needed to re-engage the small group of chronically absent students.

Our Operational goals of improving our student recruitment and enrollment structures and improving family communication have shown continued growth, with the continuation of strong outcomes in student recruitment and an increase in attendance at Student Led Conferences.

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	83% fully credentialed, appropriately placed, and correctly assigned.	85%	+17%

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		*Baseline: 24-25 school year Source: CALSAAS		
1.2	% teacher vacancies Source: SARC	0 vacancies	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% *25-26 school year (local data)	98%	0
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) Students with disabilities: 147.3	2025 Math Total Met & Exceeded: 31% Students with Disabilities: 9.09% Socioeconomically disadvantaged: 18.52% English Learners: 22.86% African American: 17.5% Hispanic & Latino: 19.47% All Students: 65.2 pts below standard (-15.6 pts) Socioeconomically disadvantaged: 108 points below standard (-24.9pts) Students with disabilities: 165.2 pts below standard (-17.9pts)	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 African American: 60 Latino: 20	+ .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 pts below standard (-12.2 pts)

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	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	English Learners: -125.5 pts below standard African American: 117 pts below standard (-17.8pts) Hispanic & Latino: 96.7pts pts below standard (-26.9pts) Source California School Dashboard and CAASPP Results Website		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 Socioeconomically Disadvantaged: 49 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% All Students: 9.2 pts above standard (+15.2 pts)	2025 ELA Total Met & Exceeded: 52.28% Students with Disabilities: 50.91% Socioeconomically disadvantaged: 39.4% English Learners: 48.22% African American: 38.28% Hispanic & Latino: 41.59% All Students: 3.6pts Above Standard (-5.6pts)	70% of students met or exceeded standard Students with Disabilities: 35% Socioeconomically Disadvantaged: 42%% English Learners: 23% African American: 40% Latino: 75% All students: 6 points below standard	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 All Students: 9.2 pts above standard (+15.2 pts)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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>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>Socioeconomically disadvantaged: 28 pts below standard (-9.9 pts) Students with disabilities: 97.5 pts below standard (-7.5 pts) English Learners: 53.4 pts below standard (+8 pts) African American: 31.5 pts below standard (+4.4pts) Hispanic & Latino: 18.7 pts below standard (-4.7 pts)</p> <p>Source California School Dashboard and CAASPP Results Website</p>	<p>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>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% 17% 61st-80% 17% 41st-60th% 14% 21st-40th% 25% 1st-20th%</p>	<p>Fall-Winter Growth 24-25</p> <p>Math 52nd percentile for growth 29% >80% 16% 61st-80% 15% 41st-60th% 16% 21st-40th% 24% 1st-20th%</p>	<p>Fall-Winter Growth 25-26</p> <p>Math 49th percentile for growth 15% >80% 21% 61st-80% 24% 41st-60th% 23% 21st-40th% 17% 1st-20th%</p>	<p>Edited 24-25 70th percentile for growth in both ELA and Math</p>	<p>Math -3 percentile decrease in growth</p> <p>ELA +9 percentile increase in growth</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA 52nd percentile for growth 24% >80% 19% 61st-80% 20% 41st-60th% 16% 21st-40th% 21% 1st-20th%	50th percentile for growth ELA 26% >80% 15% 61st-80% 19% 41st-60th% 16% 21st-40th% 24% 1st-20th%	61st percentile for growth ELA 21% >80% 30% 61st-80% 24% 41st-60th% 12% 21st-40th% 13% 1st-20th%		
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%	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%	100%	0
1.9	% of ELs who make annual progress in English fluency as measured by the ELPAC and Reclassification rate Source: California Dashboard/DataQuest	38.5% making progress Reclassification: 0 *Baseline: 22-23 school year Source: California Dashboard	25.6% making progress Reclassification: 14% *23-24 School Year Source: California Dashboard	48.9% Making Progress Reclassification: 15.2% * 24-25 School Year Source: California Dashboard	60% making progress Reclassification: 20% each year	+10.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	98% *24-25 school year Source: Dashboard College & Career Levels and Measures Report	Less than 1% did not complete A-G	-1%
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	72.3% *24-25 school year Source: Dashboard College & Career Levels and Measures Report	100% of 12th graders complete CTE Pathway	-20%
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	1 offered 25-26 school year Source: Local Data	4 offerings 60% students enrolled 100% successful completion	0
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 Source: College Board	64% of students who tested scored a 3+ on at least AP exams. 11 courses offered. *24-25 School Year Source College Board 11 Courses Offered	80% 10 courses offered	+2% same number of courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	% of graduates accepted into a 4-year college Source: Local Data	93% graduates accepted into a 4-year college. *Baseline: 23-24 school year Source: Local Data	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	92.2% *24-25 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% * 24-25 school year	80% *25-26 school year	95%	
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% *24-25 school year	94% *25-26 school year	98% of graduates have a college or career plan in place	+2%

Goal Analysis [2025-26]

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 25-26 school year due to the creation and implementation of an instructional framework aligned to our Graduate Profile (created in 24-25) and aligned observation and coaching tools. We invested in instructional leadership coaching for the three members of our Academic Leadership Team to learn how to use the framework and associated tools. We began to align professional development to the instructional framework and plan

to focus on improving professional development, aligned to the framework in the 26-27 school year. All of our teaching positions were filled and we increase the percentage of credentialed teachers. All teachers received regular instructional coaching. We continued to implement Tier 2 support for our 6-8 graders during Independent Learning Time, continuing the use of 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.

We continued the work implementing the Illustrative Math curriculum (year 2 of full adoption), however we experienced staffing challenges in our Math department that led to inconsistency in the classroom. Our Math team and Principal received support from consultants from the Lavinia Group as part of the grant we received to support our Math program. Due to the inconsistency in staffing, we shifted Lavinia's focus from teacher coaching to student support. We provided increased preparation for the SBAC test, including an interim test and we are awaiting the results of SBAC to determine the impact of those changes. We plan to switch from Zearn to IXL to support Math skill development in the 26-27 school year. We have recognized the need for a more coherent ELA curriculum and will be adopting Fishtank ELA for the 26-27 school year.

We continue to have challenges in finding additional staff capacity to provide support for our English Learners, however, we have seen significant growth in reclassification rates, which we attribute to our Tier 1 and 2 strategies to focus on text analysis and writing in ELA, Science, and History courses, in addition to our use of Lexia to support literacy development. Our Education Specialist case load is too high to add ELD support. We will instead allocate .4 FTE to this support so that 2 of our General Education teachers can provide this support.

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 have continued to build on improving Tier 1 instruction, building from the development of our Profile of a Graduate in 24-25 to the creation and implementation of an instructional framework aligned to our Graduate Profile (created in 24-25) and aligned observation and coaching tools. This has been highly effective and provides a base that we continue to build upon to strengthen instruction. We are also building on Action 2, expanding our adoption and implementation of high-quality curriculum from Math to ELA. We have experienced inconsistency with our Math teaching staff, which has mitigated the impact of curriculum adoption on student growth.

We have seen a positive growth in our NWEA MAP scores of students who started in the lowest quintile, moving towards proficiency and we see this as a positive trend that will ultimately lead us to our goal of moving students who enter below grade level in 6th grade to grade-level proficiency by 8th grade.

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 are not enrolling grades 9-12 for the 26-27 school year, so we will not include Action 1.3 related to A-G courses and CTE pathway. We will focus our attention on grades 6-8. We are adopting a new ELA curriculum to better support students and teachers (replacing teacher-created curriculum).

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.	\$1,865,370.00	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. Update: for the 26-27 school year we are adopting Fishtank ELA curriculum and continuing to use Illustrative Math (previously referred to as "Open Up Resources"). We will not continue to work with the Lavinia Group as the grant funding that partnership is ending.	\$71,200.00	No
1.3	Support all students to graduate A-G eligible, with support to enroll in college and/or pursue the	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		No

Action #	Title	Description	Total Funds	Contributing
	career path of their choice.	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. Update: we will not enroll grades 9-12 for the 26-27 school year		
1.4	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	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. Update for 26-27: We will discontinue Zearn and adopt IXL.	\$61,327.00	Yes
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.	\$676,722.00	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. Update 26-27: We will allocate .4 FTE for 2 General Education teachers to provide this support.	\$42,500.00	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%	10.6% Latino: 10.5% Two or More Races: 14.8% Socioeconomically Disadvantaged: 14.9% Students with Disabilities: 18.5% White: 7.5%	2% Latino: 2% Two or More Races: 2% Socioeconomically Disadvantaged: 2% Students with Disabilities: 2% White: 2%	+7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*22-23 school year Source: California Dashboard	African American: 5.7% *23-24 school year Source: California Dashboard	African American: 12.1% *24-25 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	2.8% Students with Disabilities: 5.7% Latino: 2% Two or More Races: 4.3% Socioeconomically Disadvantaged: 4.4% White: 5.4% African American: 13% *25-26 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%
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	6-8: 95.15% 9-12: 93.13% *24-25 School Year Source: Attendance Reports	98% 6-8 grades 94% 9-12 grades	6-8 = -.85% 9-12 = +1.13%
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	6-8 grades (53% response rate - 21%) Climate of Support for Academic	Increase response rate to 85% 10% increase in each category	-21% response rate Climate of Support for Academic Learning: +3%

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>Learning: 78% (+3%) Knowledge and Fairness of Discipline, Rules, and Norms: 72% (+9%) Safety: 53% (-19%) Sense of Belonging: 64% (+6%)</p> <p>*Spring 25-26 Source: Panorama Survey</p>		<p>Knowledge and Fairness of Discipline, Rules, and Norms: +9% Safety: -19% Sense of Belonging: +6%</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%)	Did not receive enough responses to get data.	85% response rate 10% increase in each category	Not able to collect enough data for accuracy.
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	School Safety: 78% favorable School Climate: 77% favorable Family Engagement: 8% favorable	10% increase in each category	School Safety: +1% School Climate: +5% Family Engagement: -3%
2.7	Percent of families responding to family survey	Will establish baseline in 24-25 school year	23% 87 responses/381 families	17% 46 responses/265 families (6-8 grades)	60% response rate	-6% n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Panorama Survey					
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)	Tri 1 Grades - 6-8 - 80% Tri 2 Grades 6-8: 54% *Teacher reported attendance logs *Grades 6-8	80% attendance	12.8% increase in Tri 1 and 2.5% decrease in Tri 2
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	n/a	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	Did not implement advisory walk-throughs in 25-26	90% implementation	Baseline will be established 25-26

Goal Analysis [2025-26]

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 are proud of the significant decrease in suspensions, which we attribute to our actions in creating a stronger advisory system and overall focus on building a positive school culture and using restorative practices, continuing our House structure and associated activities. We aligned our student of the month and conference reflections to our Profile of a Graduate and created a more structured advisory curriculum. We have also seen a positive growth in student sense of belonging and understanding of rules and norms on the Panorama survey.

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 continued to see 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 were ineffective in building a strong staff culture this year due to a number of challenges related to school sustainability. We were unable to collect accurate staff feedback. Creating a stronger sense of positive culture amongst staff is a focus for our work next year. Our family feedback related to culture and safety improved, though our family engagement score decreased. This is also an area for growth.

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 were unable to implement Advisory walk-throughs in the 26-27 school year due to staff capacity. We did focus on creating aligned curriculum, which was provided to advisors throughout the school year, but we did not collect data on implementation. We will be entering a new partnership with Seneca to provide a full-time counselor for grades 6-8 (the position was previously shared with our 9-12 campus). Our staff will have access to increased professional development and support through Seneca. We will not fund a mental health intern position due to the partnership with Seneca.

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> <p>Update 26-27: We will only enroll grades 6-8 and will have 2 staff members focused on culture work and advisory programming.</p>	\$161,784.00	No
2.2	Create and implement school-wide PBIS program.	<p>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.</p> <p>Update 26-27: Our Middle School Principal and Dean of Students will continue to implement our House structure and positive incentives.</p>	\$138,114.00	Yes
2.3	Support student mental health and social emotional learning	<p>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.</p> <p>Update 26-27: We are no longer able to fund a mental health intern position. We are implementing a new partnership with Seneca to provide a full-time counselor for grades 6-8 and our staff will be able to access</p>	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development related to mental health and social-emotional learning through Seneca.		
2.4	Provide high quality after school enrichment opportunities for all students.	<p>We will be partnering with an external vendor, Hands on Tech, to provide a high quality after school program for our 6-8 grade students that aligns with our school focus of STEAM education. In addition, we will maintain our 6-8 afterschool athletic program. We are creating a new afterschool program for 9-12 students starting in the 24-25 school year, in response to student and family feedback. The program will be staffed by our Instructional Aides and will include peer tutoring, credit recovery opportunities, and SAT prep classes. We are planning to partner with community volunteers to also offer arts and athletic enrichment opportunities for our 9-12 grade students.</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>	\$180,127.00	No
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.	\$10,000.00	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% *25-26 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	Able to contact 98% of families via ParentSquare *25-26 school year Source: ParentSquare	100% 80% message views	0
3.3	Edit Metric for 24-25 and forward: % of Students who stay enrolled at EBIA from	9.5% loss 6-8 grades 12% loss 9-12 grades	20.9% loss 6-8 grades 3% gain 9-12 grades	18.9% Gain Grades 6-8 9.1% Loss in Grades 9-12	3% loss 6-8 grades 4% 9-12 grades	+2% 6-8 grades

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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>*Baseline 23-24 school year Source: PowerSchool</p>	<p>Edit to October-October per Census Day for this metric</p> <p>*24-25 school year Source: PowerSchool</p>	<p>October to October Census Day Metric 25-26 SY</p>		
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 93.13% 9-12 Grades) ADA 95.15% 6-8 (Grades)</p> <p>*24-25 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>39.7% Retained 31 of 78 students.</p>	<p>70% of 8th graders will matriculate to 9th grade at EBIA.</p>	<p>0</p>
3.6	<p>Independent audit for compliance 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> <p>Source: Christy White</p>	<p>No material findings</p>	<p>0</p>
3.7	<p>Chromebook Access Source: internal data</p>	<p>100% of students have 1:1 access to working Chromebooks *Baseline 23-24 school year Source: Internal data</p>	<p>100% of students have 1:1 access to working Chromebooks Source: internal data</p>	<p>100% of students have 1:1 access to working Chromebooks Source: internal data</p>	<p>100% of students have 1:1 access to working Chromebooks</p>	<p>0</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 24-25 Source: internal check-in documents	Expos October - 80/265 = 30% February - 98/265 = 37% May - 115/265 = 43% Conferences Tri 1 Grades - 6-8 - 80% Tri 2 Grades 6-8: 54%	At least one family engagement event or conference is attended by 70% of families each year. (edited for clarity 24-25) Source: Internal Data	Conference attendance increase +17% Expo attendance +5% Fall -3% Mid year -7% end of year

Goal Analysis [2025-26]

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.

We continue to see increases in student and family engagement in the 6-8 grades which we attribute to increased communication and aligned programming. We want to continue to build on this success to increase the number of families attending student led conferences. We have continued to maintain strong ADA, though we want to focus on decreasing Chronic Absenteeism with stronger family support structures. 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. We continued to use our updated student recruitment and enrollment structures in the 25-26 school year and had similar success, leading to an increase in student enrollment in the 6-8 grades.

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.

Because we are no longer offering 9-12 grades, we will not track matriculation from 8th to 9th grades.

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.	\$557,004.00	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.	\$52,112.00	No
3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	We will maintain facilities that support high quality student learning and improve learning spaces to support student engagement.	\$438,209.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$110,516.00	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.	\$21,472.00	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.	\$3,676.00	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.	\$91,576.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

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.

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.

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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

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.

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.

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
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$249,968	\$

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
8.430%	0.000%	\$0.00	8.430%

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
	<p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Create and implement school-wide PBIS program.</p> <p>Need: Unduplicated Pupils will benefit from a strong PBIS structure to help them maintain positive interactions at school.</p> <p>Scope: LEA-wide</p>	<p>All students will benefit from the PBIS structure.</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5</p>
<p>2.3</p>	<p>Action: Support student mental health and social emotional learning</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.9</p>
<p>3.7</p>	<p>Action: Attendance support to reduce Chronic Absenteeism</p> <p>Need:</p>	<p>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.</p>	<p>3.4</p>

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
<p>1.6</p>	<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>	<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.</p>	<p>1.5, 1.6, 1.7, 1.8, 1.9</p>

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		

2026-27 Total Planned 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	2,965,216	249,968	8.430%	0.000%	8.430%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,974,712.00	\$1,092,198.00	\$254,610.00	\$190,189.00	\$4,511,709.00	\$2,770,499.00	\$1,741,210.00

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	\$1,793,870.00	\$71,500.00	\$1,495,157.00	\$304,203.00	\$40,000.00	\$26,010.00	\$1,865,370.00	
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	All	No			All Schools	ongoing	\$0.00	\$71,200.00	\$71,200.00				\$71,200.00	
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								
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		\$46,125.00	\$15,202.00	\$61,327.00				\$61,327.00	
1	1.5	Strong full-inclusion Special Education model.	Students with Disabilities	No			All Schools		\$410,266.00	\$266,456.00	\$8,935.00	\$598,042.00		\$69,745.00	\$676,722.00	
1	1.6	Provide increased support for English Learners (new action 25-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$42,500.00	\$0.00	\$42,500.00				\$42,500.00	
2	2.1	Create and maintain a positive school culture with strong restorative justice practices.	All	No			All Schools		\$127,670.00	\$34,114.00	\$82,949.00		\$15,000.00	\$63,835.00	\$161,784.00	
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		\$138,114.00	\$0.00	\$50,375.00		\$87,739.00		\$138,114.00	
2	2.3	Support student mental health and social emotional learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$30,000.00	\$6,644.00	\$23,356.00			\$30,000.00	
2	2.4	Provide high quality after school enrichment opportunities for all students.	All	No			All Schools	ongoing	\$15,450.00	\$164,677.00	\$20,127.00	\$100,000.00	\$60,000.00		\$180,127.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Increase family engagement	All	No			All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.	All	No			All Schools	ongoing	\$84,408.00	\$472,596.00	\$557,004.00				\$557,004.00	
3	3.2	Provide technology to students and staff to support learning	All	No			All Schools	ongoing	\$0.00	\$52,112.00	\$52,112.00				\$52,112.00	
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	All	No			All Schools	ongoing	\$0.00	\$438,209.00	\$386,338.00		\$51,871.00		\$438,209.00	
3	3.4	Provide healthy breakfast and lunch for all students	All	No			All Schools	ongoing	\$20,520.00	\$89,996.00	\$13,320.00	\$66,597.00		\$30,599.00	\$110,516.00	
3	3.5	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	All	No			All Schools	ongoing	\$0.00	\$21,472.00	\$21,472.00				\$21,472.00	
3	3.6	Increase family engagement and maintain strong communication.	All	No			All Schools	ongoing	\$0.00	\$3,676.00	\$3,676.00				\$3,676.00	
3	3.7	Attendance support to reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$91,576.00	\$0.00	\$91,576.00				\$91,576.00	

2026-27 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
2,965,216	249,968	8.430%	0.000%	8.430%	\$252,422.00	0.000%	8.513 %	Total:	\$252,422.00
								LEA-wide Total:	\$209,922.00
								Limited Total:	\$42,500.00
								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	\$1,495,157.00	
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.				All Schools	\$71,200.00	
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		
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	\$61,327.00	
1	1.6	Provide increased support for English Learners (new action 25-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$42,500.00	
2	2.1	Create and maintain a positive school culture with				All Schools	\$82,949.00	

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	\$50,375.00	
2	2.3	Support student mental health and social emotional learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$6,644.00	
2	2.5	Increase family engagement				All Schools	\$10,000.00	
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.				All Schools	\$557,004.00	
3	3.2	Provide technology to students and staff to support learning				All Schools	\$52,112.00	
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.				All Schools	\$386,338.00	
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income		\$91,576.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,108,741.00	\$6,640,617.00

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	\$2,727,403.00	2501848
1	1.2	Ensure all students have access to high quality, grade-level appropriate curriculum and materials.	No	\$119,761.00	133450
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	\$333,534.00	282108
1	1.4	Provide Tier 2 and 3 support to students who need additional instruction or support to be successful.	Yes	\$92,122.00	94668
1	1.5	Strong full-inclusion Special Education model.	No	\$859,685.00	825096
1	1.6	Provide increased support for English Learners (new action 25-26)	Yes	\$11,948.00	20155
2	2.1	Create and maintain a positive school culture with strong restorative justice practices.	No	\$336,942.00	337973
2	2.2	Create and implement school-wide PBIS program.	Yes	\$177,464.00	130115
2	2.3	Support student mental health and social emotional learning	Yes	\$126,827.00	130289
2	2.4	Provide high quality after school enrichment opportunities for all students.	No	\$148,500.00	174881

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)
2	2.5	Increase family engagement	No	\$26,024.00	33024
3	3.1	Maintain strong school operational staffing and systems enrollment, and engagement.	No	\$692,260.00	571047
3	3.2	Provide technology to students and staff to support learning	No	\$135,635.00	159430
3	3.3	Maintain and improve facilities and learning spaces to support student learning and engagement.	No	\$991,877.00	953658
3	3.4	Provide healthy breakfast and lunch for all students	No	\$146,660.00	186862
3	3.5	Maintain operational systems and assessment platforms to support and monitor student engagement and learning.	No	\$49,941.00	48789
3	3.6	Increase family engagement and maintain strong communication.	No	\$3,569.00	3569
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	\$128,589.00	53655

2025-26 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)
	\$449,509.00	\$478,882.00	(\$29,373.00)	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	\$92,122.00	94668		
1	1.6	Provide increased support for English Learners (new action 25-26)	Yes	\$11,948.00	20155		
2	2.2	Create and implement school-wide PBIS program.	Yes	\$125,464.00	130115		
2	2.3	Support student mental health and social emotional learning	Yes	\$91,386.00	130289		
3	3.7	Attendance support to reduce Chronic Absenteeism	Yes	\$128,589.00	103655		

2025-26 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		0	0.000%	\$478,882.00	0.000%	9.830%	\$0.00	0.000%

PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 tool as a resource when reporting results to its local governing board 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. The approved self-reflection tool for Priority 1 is 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)

All fields marked with an asterisk (*) are required

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

0

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

0

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

PRIORITIES

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board 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 and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board 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 and through the Dashboard.

Local educational agencies 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, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- 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

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts *

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards) *

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics *

1 2 3 4 5

Next Generation Science Standards *

1 2 3 4 5

History-Social Science *

1 2 3 4 5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts *

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards) *

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics *

1 2 3 4 5

Next Generation Science Standards *

1 2 3 4 5

History-Social Science *

1 2 3 4 5

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts *

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards) *

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics *

1 2 3 4 5

Next Generation Science Standards *

1 2 3 4 5

History-Social Science *

1 2 3 4 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education *

1 2 3 4 5 N/A

Health Education Content Standards *

1 2 3 4 5

Physical Education Model Content Standards *

1 2 3 4 5

Visual and Performing Arts *

1 2 3 4 5

World Language *

1 2 3 4 5 N/A

Support for Teachers and Administrators

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

Identifying the professional learning needs of groups of teachers or staff as a whole *

1 2 3 4 5

Identifying the professional learning needs of individual teachers *

- 1 2 3 4 5

Providing support for teachers on the standards they have not yet mastered *

- 1 2 3 4 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

PRIORITIES

Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

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

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising 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 areas 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 Phase
 - 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.

All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and Families

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. *

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

4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

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

4 – Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

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

4 – Full Implementation

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. *

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

4 – Full Implementation

Building Relationships Dashboard Narrative Boxes

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. 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 conferences by 16% during the 25-26 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

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. *

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

4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

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

4 – Full Implementation

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. *

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

5 – Full Implementation and Sustainability

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. *

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

4 – Full Implementation

Building Partnerships Dashboard Narrative Boxes

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

We hold conferences for parents/guardians-students-advisors twice a year, at the end of each trimester. These are student-led conferences where students discuss their growth, challenges, and goals. We set aside one full day and two half-days for these conferences. We also have a

strong full-inclusion Special Education program, that includes regular IEP meetings and opportunities to partner with families to support students. Through our Google Classroom LMS system, families have consistent access to view student assignments, grades, and progress. The school provides annual training and on-going support for families to access this resource.

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

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

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

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

Section 3: Seeking Input for Decision-Making

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. *

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

2 – Beginning Development

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

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

2 – Beginning Development

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. *

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

2 – Beginning Development

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. *

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

2 – Beginning Development

Seeking Input for Decision-Making Dashboard Narrative Boxes

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

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

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

Decision-Making.*

EBIA recognizes the need to more authentically engage our families as advisors and decision makers in our school. We included family input in our Strategic Plan for 2025-2028 and will focus on ways we can continue to include families.

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

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

PRIORITIES

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 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. The approved self-reflection tool for Priority 6 is provided below.

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.

Instructions

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.

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. In the 25-26 school year, this survey was given to students in grades 6-8 as the 9-12 grades will no longer be enrolled in the 26-27 school year. 6-8 grades (53% response rate) Climate of Support for Academic Learning: 78% Knowledge and Fairness of Discipline, Rules, and Norms: 72% Safety: 53% Sense of Belonging: 64% In general, Asian and White students had the highest favorable responses, though there were not major discrepancies across student groups. All categories increased from the prior year except Safety, which declined significantly. In that category, African American and Multi-Racial students had lower favorable responses than other groups.

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 have made significant growth in most categories, particularly Sense of Belonging over the past three years. We have also lessened the gap between student groups in that category, demonstrating that the work we have done to increase belonging and set aside time to celebrate and honor different student groups has made an impact. Favorable responses to Safety have declined, and African American students have lower favorable responses than other groups - this gap is not present in other areas and will need to be further investigated.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas

of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

EBIA recognizes the need for increased feelings of safety and continuing to build on our successes in other areas. We will continue to implement the PBIS structure and positive cultural and student events, which we believe have helped increase the sense of belonging. We will continue to utilize the annual calendar of events and celebrations of multiple identities to help increase the sense of belonging amongst all groups and to ensure that one group does not feel left out. Our leadership team will spend time investigating the decline in the sense of safety and work to strengthen our restorative justice program to build a stronger sense of safety amongst students.

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

PRIORITIES

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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* 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, and report the results to their local governing board 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 and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board 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 and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

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, ELPAC, 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. 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 students, 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 push-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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students in grades 6–8 are enrolled in the same courses, which includes a broad range of study. 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 bi-weekly to discuss student supports and to implement student success team (SST) processes and services.

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.

There are no barriers preventing EBIA from providing full access to a broad course of study for all students.

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?

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 IXL; use of a school-wide referral tracking system to identify students who need additional support. EBIA will continue to offer additional push-in and pull-out support for students with IEPs and unduplicated pupils.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

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 Meeting Financial Packet-JW-20260612.pdf

East Bay Innovation Academy

Financial Update

JESSIKA WELCOME

JUNE 15, 2026



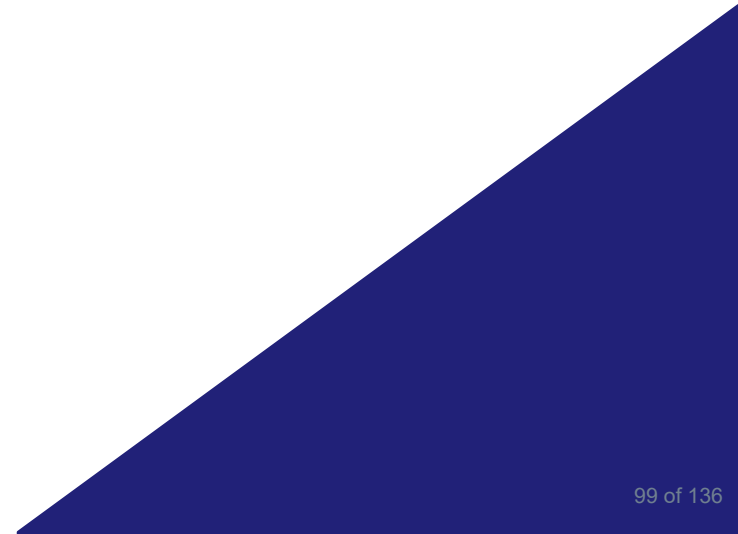
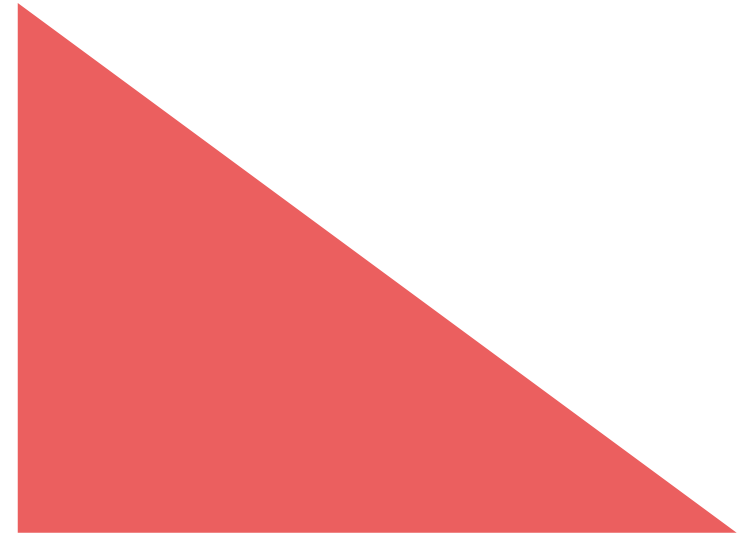


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 - Forecast Update

- **2026-27 Budget Development**
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 - Budget MYP

- **Exhibits**
 - May Financials
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 - MYP



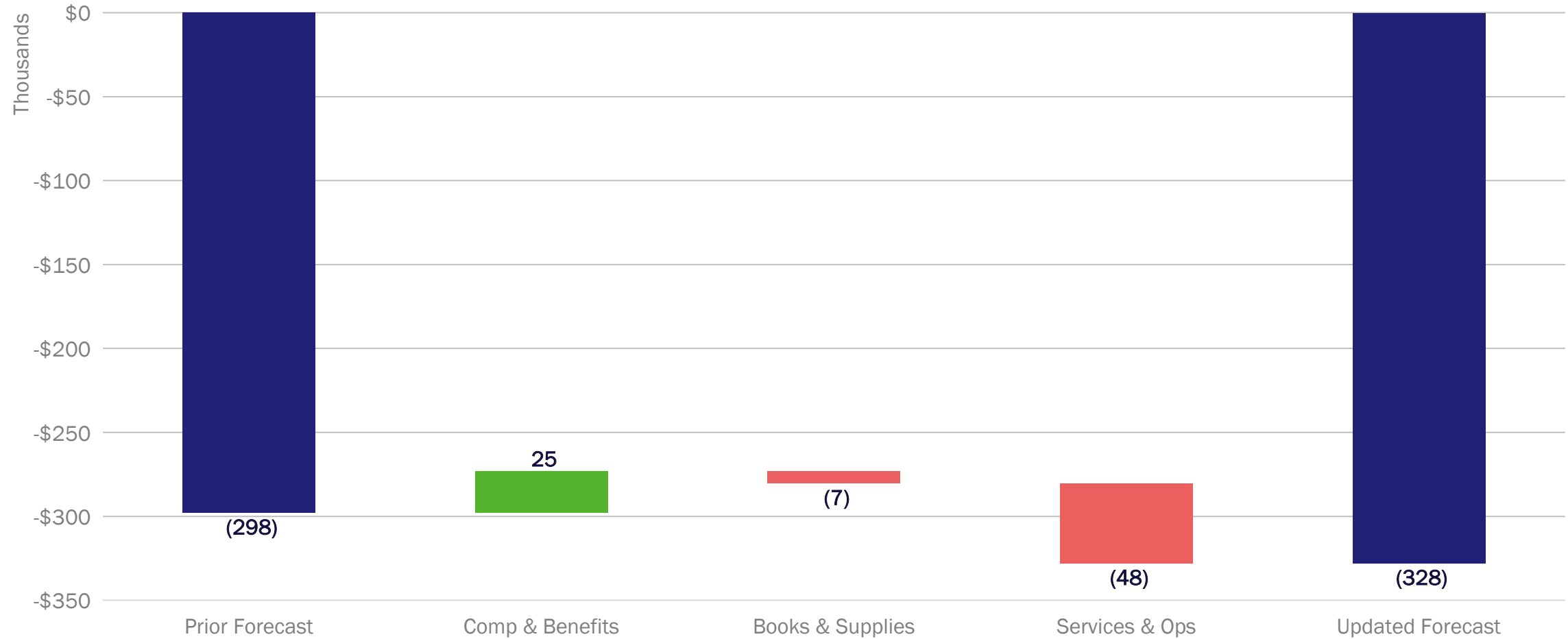
2025-26





2025-26 Forecast Update

Final forecast of the year shows ending deficit of \$328K



2026-27 Budget





Budget MYP Revenue Assumptions

Revenue	2026-27	2027-28	2028-29
Enrollment	285	330	330
ADA	94.0%	94.0%	94.0%
LCFF COLA	4.31%	3.30%	3.09%
State SPED	\$1,340/ADA	\$1,340/ADA	\$1,340/ADA
One-time Funds	\$190K	\$0	\$120K
• LREBG	\$42K	\$0	\$0
• SSPDDBG (\$936/PY ADA)	\$148K	\$0	\$120K



FY27 Staffing

Budget Code	Certificated Staff	FY27 FTE
1100	General Education Teachers	16.00
1148	Special Education Teachers	2.00
1300	Administrators	2.00
1000s	TOTAL	20.00

Budget Code	Classified Staff	FY27 FTE
2100	Instructional Aides	2.25
2300	Administrators	2.00
2400	Clerical & Office Staff	1.75
2900	Meal Support	0.00
2000s	TOTAL	6.00



Budget MYP Expense Assumptions

Expenses	2026-27	2027-28	2028-29
Staffing	<ul style="list-style-type: none"> • 26.00 FTE • 4% increase • 12% benefits increase 	<ul style="list-style-type: none"> • 27.00 FTE (+1.0 FTE) • 3% increase • 12% benefits increase 	<ul style="list-style-type: none"> • 27.00 FTE • 3% increase • 12% benefits increase
Books & Supplies	<ul style="list-style-type: none"> • HS expenses removed • 3% increases 	<ul style="list-style-type: none"> • 3% increases 	<ul style="list-style-type: none"> • 3% increases
Services & Operating Expenses	<ul style="list-style-type: none"> • HS expenses removed • 15% LCFF to Envision • Added \$50K to Seneca contract 	<ul style="list-style-type: none"> • 3% increases • 15% LCFF to Envision 	<ul style="list-style-type: none"> • 3% increases • 15% LCFF to Envision



Budget MYP

		2025-26	2026-27	2027-28	2028-29
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,573,642	3,215,184	3,837,256	3,955,453
	Federal Revenue	218,213	190,188	162,686	170,156
	Other State Revenues	1,377,332	1,145,000	932,554	891,237
	Local Revenues	495,681	243,530	243,530	243,530
	Fundraising and Grants	94,080	11,080	11,080	11,080
	Total Revenue	7,758,947	4,804,981	5,187,105	5,271,456
Expenses	Compensation and Benefits	5,041,219	2,773,415	2,955,082	3,050,136
	Books and Supplies	385,224	252,005	259,565	267,352
	Services and Other Operating Expenditures	2,660,513	1,752,041	1,837,377	1,912,638
	Depreciation	-	-	-	-
	Other Outflows & Amortization	-	-	-	-
	Total Expenses	8,086,956	4,777,461	5,052,024	5,230,127
Net Income	(328,008)	27,520	135,080	41,329	
	Beginning Balance (Audited)	1,990,610	1,662,601	1,690,121	1,825,202
	Net Income	(328,008)	27,520	135,080	41,329
Ending Fund Balance (incl. Depreciation)		1,662,601	1,690,121	1,825,202	1,866,531
Ending Fund Balance as % of Expenses		20.6%	35.4%	36.1%	35.7%

Exhibits



East Bay Innovation Academy
Income Statement
As of May FY2026

	Actual			YTD	Budget & Forecast						
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
SUMMARY											
Revenue											
LCFF Entitlement	658,294	338,883	633,537	4,651,922	5,575,854	5,573,642	5,573,642	-	(2,212)	921,720	83%
Federal Revenue	9,025	39,514	5,711	96,941	212,480	219,263	218,213	(1,051)	5,733	121,272	44%
Other State Revenues	68,698	175,844	69,388	1,078,098	1,283,040	1,369,303	1,377,332	8,029	94,292	299,234	78%
Local Revenues	17,017	207,084	5,800	416,962	488,423	495,681	495,681	-	7,257	78,719	84%
Fundraising and Grants	-	590	34	74,859	174,100	94,080	94,080	-	(80,020)	19,221	80%
Total Revenue	753,034	761,916	714,470	6,318,782	7,733,897	7,751,969	7,758,947	6,979	25,050	1,440,165	81%
Expenses											
Compensation and Benefits	405,551	491,898	435,229	4,636,409	5,217,677	5,065,943	5,041,219	24,724	176,458	404,809	92%
Books and Supplies	36,215	28,721	17,735	353,838	333,661	371,099	385,224	(14,125)	(51,563)	31,386	92%
Services and Other Operating Expenditures	207,717	294,396	231,184	2,487,427	2,174,852	2,612,876	2,660,513	(47,637)	(485,661)	173,086	93%
Depreciation	-	-	-	-	-	-	-	-	-	-	-
Other Outflows & Amortization	2,598	12,176	17,883	36,623	-	-	-	-	-	(36,623)	-
Total Expenses	652,081	827,190	702,030	7,514,297	7,726,190	8,049,918	8,086,956	(37,038)	(360,766)	572,659	93%
Net Income	100,953	(65,274)	12,440	(1,195,515)	7,707	(297,949)	(328,008)	(30,059)	(335,716)	867,506	
Fund Balance											
Beginning Balance (Audited)					1,064,293	1,990,610	1,990,610	-	926,317		
Net Income					7,707	(297,949)	(328,008)	(30,059)	(335,716)		
Ending Fund Balance					1,072,000	1,692,660	1,662,601	(30,059)	590,601		
Fund Balance as a % of Expenses					14%	21%	21%	0%	7%		

East Bay Innovation Academy
Income Statement
As of May FY2026

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	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
KEY ASSUMPTIONS											
Enrollment Summary											
4-6					110	115	115	-	5		
7-8					156	151	151	-	(5)		
9-12					207	206	206	-	(1)		
Total Enrolled					473	472	472	-	(1)		
ADA %											
4-6					94.0%	97.2%	97.2%	0.0%	3.2%		
7-8					94.0%	94.9%	94.9%	0.0%	0.9%		
9-12					94.0%	92.9%	92.9%	0.0%	-1.1%		
Average ADA %					94.0%	94.6%	94.6%	0.0%	0.6%		
ADA											
4-6					103.40	111.73	111.73	-	8.33		
7-8					146.64	143.25	143.25	-	(3.39)		
9-12					194.58	191.32	191.32	-	(3.26)		
Total ADA					444.62	446.30	446.30	-	1.68		

**East Bay Innovation Academy
Income Statement
As of May FY2026**

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REVENUE											
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	338,883	338,883	338,883	3,004,562	3,843,290	3,728,861	3,728,861	-	(114,429)	724,299	81%
8012 Education Protection Account Entitlement	24,757	-	-	67,591	88,924	89,260	89,260	-	336	21,669	76%
8019 State Aid - Prior Years	-	-	-	1,437	-	1,437	1,437	-	1,437	-	100%
8096 Charter Schools in Lieu of Property Taxes	294,654	-	294,654	1,578,332	1,643,640	1,754,084	1,754,084	-	110,444	175,752	90%
SUBTOTAL - LCFF Entitlement	658,294	338,883	633,537	4,651,922	5,575,854	5,573,642	5,573,642	-	(2,212)	921,720	83%
Federal Revenue											
8181 Special Education - Entitlement	-	-	-	-	65,395	72,606	72,606	-	7,211	72,606	0%
8220 Child Nutrition Programs	9,025	-	5,711	14,736	60,022	55,000	53,949	(1,051)	(6,072)	39,213	27%
8291 Title I	-	34,173	-	67,211	65,496	68,340	68,340	-	2,844	1,129	98%
8292 Title II	-	2,841	-	5,681	11,567	11,504	11,504	-	(63)	5,823	49%
8294 Title IV	-	2,500	-	7,500	10,000	10,000	10,000	-	-	2,500	75%
8297 PY Federal - Not Accrued	-	-	-	1,813	-	1,813	1,813	-	1,813	-	100%
SUBTOTAL - Federal Revenue	9,025	39,514	5,711	96,941	212,480	219,263	218,213	(1,051)	5,733	121,272	44%
Other State Revenue											
8319 Other State Apportionments - Prior Years	-	(3,955)	-	(5,891)	-	(5,891)	(5,891)	-	(5,891)	-	100%
8381 Special Education - Entitlement (State	39,737	39,737	39,737	361,288	441,607	441,607	441,607	-	-	80,319	82%
8382 Special Education Reimbursement (State	3,644	3,644	3,644	30,928	35,441	37,823	37,823	-	2,382	6,895	82%
8520 Child Nutrition - State	9,875	9,531	10,565	29,971	100,946	103,043	111,072	8,029	10,127	81,102	27%
8545 School Facilities Apportionments	-	74,302	-	221,118	267,486	267,189	267,189	-	(296)	46,071	83%
8550 Mandated Cost Reimbursements	-	-	-	16,865	16,529	16,865	16,865	-	336	0	100%
8560 State Lottery Revenue	-	37,143	-	72,827	126,778	126,791	126,791	-	13	53,964	57%
8590 All Other State Revenue	-	-	-	210,360	129,988	210,356	210,356	-	80,368	(4)	100%
8591 Prop 28 Arts & Music in Schools	6,442	6,442	6,442	58,632	64,265	71,518	71,518	-	7,253	12,886	82%
8593 ELOP	9,000	9,000	9,000	82,000	100,000	100,000	100,000	-	-	18,000	82%
SUBTOTAL - Other State Revenue	68,698	175,844	69,388	1,078,098	1,283,040	1,369,303	1,377,332	8,029	94,292	299,234	78%
Local Revenue											
8660 Interest	2	2	2	22	500	173	173	-	(327)	151	13%
8676 After School Program Revenue	13,171	-	-	38,669	50,000	50,000	50,000	-	-	11,331	77%
8690 Other Local Revenue	2,464	-	-	91,872	54,000	96,364	96,364	-	42,364	4,492	95%
8701 Oakland Measure N	-	-	-	56,016	214,798	176,800	176,800	-	(37,998)	120,784	32%
8703 Oakland Measure G1	-	-	-	-	137,125	137,125	137,125	-	-	137,125	0%
8704 Student Activities	1,132	-	-	11,421	32,000	35,219	35,219	-	3,219	23,799	32%
8999 Uncategorized Revenue	248	207,083	5,798	218,963	-	-	-	-	-	(218,963)	
SUBTOTAL - Local Revenue	17,017	207,084	5,800	416,962	488,423	495,681	495,681	-	7,257	78,719	84%
Fundraising and Grants											
8801 Donations - Parents	-	590	34	8,466	50,000	10,000	10,000	-	(40,000)	1,534	85%
8802 Donations - Private	-	-	-	66,392	124,100	84,080	84,080	-	(40,020)	17,688	79%
SUBTOTAL - Fundraising and Grants	-	590	34	74,859	174,100	94,080	94,080	-	(80,020)	19,221	80%
TOTAL REVENUE	753,034	761,916	714,470	6,318,782	7,733,897	7,751,969	7,758,947	6,979	25,050	1,440,165	81%

East Bay Innovation Academy
Income Statement
As of May FY2026

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								Current Forecast	Current Forecast		
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100 Teachers Salaries	157,311	169,384	167,842	1,692,851	2,056,477	1,870,781	1,861,593	9,188	194,884	168,742	91%
1148 Teacher - Special Ed	29,892	26,235	26,235	285,761	322,635	311,333	311,333	-	11,302	25,572	92%
1160 Counselor	19,766	19,766	19,766	230,447	262,887	239,712	239,712	-	23,175	9,265	96%
1300 Certificated Supervisor & Administrator Salaries	53,134	53,134	53,134	600,619	591,568	647,864	647,864	-	(56,296)	47,246	93%
SUBTOTAL - Certificated Salaries	260,103	268,519	266,977	2,809,677	3,233,567	3,069,691	3,060,502	9,188	173,064	250,825	92%
Classified Salaries											
2104 Classified Instructional Aides	17,139	17,064	16,504	130,164	142,763	147,751	142,725	5,027	39	12,561	91%
2300 Classified Supervisor & Administrator Salaries	29,939	29,939	29,939	327,255	462,099	358,510	358,510	-	103,590	31,254	91%
2400 Classified Clerical & Office Salaries	8,651	9,495	8,913	98,554	92,160	103,680	99,360	4,320	(7,200)	806	99%
2402 Classified Operations	22,485	22,485	22,485	246,768	140,000	269,422	269,422	-	(129,422)	22,653	92%
2928 Other Classified - Food	3,307	3,390	3,907	26,413	30,219	27,748	28,090	(341)	2,130	1,677	94%
SUBTOTAL - Classified Salaries	81,521	82,373	81,748	829,154	867,242	907,111	898,105	9,006	(30,864)	68,951	92%
Employee Benefits											
3100 STRS	49,297	50,905	50,610	528,470	569,890	576,770	576,485	285	(6,595)	48,015	92%
3300 OASDI-Medicare-Alternative	9,801	9,978	9,905	103,016	128,721	117,002	115,702	1,299	13,019	12,686	89%
3400 Health & Welfare Benefits	(339)	79,007	24,935	297,988	359,922	327,003	326,271	732	33,651	28,283	91%
3500 Unemployment Insurance	370	196	134	10,333	14,448	15,228	11,195	4,033	3,253	862	92%
3600 Workers Comp Insurance	3,879	-	-	47,960	30,756	39,768	39,586	182	(8,830)	(8,374)	121%
3900 Other Employee Benefits	919	919	919	9,811	13,130	13,371	13,371	-	(241)	3,560	73%
SUBTOTAL - Employee Benefits	63,928	141,005	86,504	997,578	1,116,868	1,089,141	1,082,611	6,530	34,257	85,033	92%
Books & Supplies											
4200 Books & Other Reference Materials	-	-	96	4,353	5,150	4,319	4,353	(34)	797	-	100%
4300 Materials & Supplies	17,516	2,426	1,117	49,788	36,311	49,000	50,000	(1,000)	(13,689)	212	100%
4320 Educational Software	384	-	-	40,663	36,043	41,283	41,283	-	(5,240)	621	98%
4330 Office Supplies	998	1,944	1,173	16,252	28,840	21,932	18,000	3,932	10,840	1,748	90%
4410 Classroom Furniture, Equipment & Supplies	-	-	-	18,487	10,533	19,000	18,487	513	(7,954)	-	100%
4420 Computers: individual items less than \$5k	-	1,701	-	79,810	53,591	87,329	87,329	-	(33,738)	7,519	91%
4423 Staff Computers	554	-	-	668	13,390	1,000	1,000	-	12,390	332	67%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	-	1,097	4,120	2,635	1,097	1,538	3,023	-	100%
4710 Student Food Services	15,932	22,650	15,349	138,249	136,413	137,391	158,675	(21,284)	(22,262)	20,425	87%
4720 Other Food	831	-	-	4,469	9,270	7,210	5,000	2,210	4,270	531	89%
SUBTOTAL - Books and Supplies	36,215	28,721	17,735	353,838	333,661	371,099	385,224	(14,125)	(51,563)	31,386	92%
Services & Other Operating Expenses											
5200 Travel & Conferences	12	-	-	3,859	15,450	15,450	10,000	5,450	5,450	6,141	39%
5300 Dues & Memberships	-	385	-	19,199	11,397	20,747	20,747	-	(9,350)	1,549	93%
5450 Insurance - Other	7,758	-	-	93,074	94,843	93,072	93,072	-	1,771	(2)	100%
5515 Janitorial, Gardening Services & Supplies	12,476	12,843	12,000	145,662	170,568	177,454	177,454	-	(6,886)	31,792	82%
5535 Utilities - All Utilities	13,583	4,385	7,662	95,041	98,262	95,035	95,035	-	3,227	(6)	100%
5605 Equipment Leases	293	1,009	294	5,290	4,017	5,400	5,400	-	(1,383)	110	98%
5610 Upper School Rent	37,500	37,500	37,500	450,000	450,000	450,000	450,000	-	-	-	100%

East Bay Innovation Academy
Income Statement
As of May FY2026

	Actual			YTD	Budget & Forecast						
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
5611 Lower School Rent	-	-	32,831	131,325	157,923	131,325	131,325	-	26,598	-	100%
5615 Repairs and Maintenance - Building	196	196	196	3,697	25,750	4,986	6,772	(1,786)	18,978	3,075	55%
5803 Accounting Fees	-	2,000	-	12,532	19,515	19,515	19,515	-	-	6,983	64%
5809 Banking Fees	322	253	260	2,368	206	2,200	2,500	(300)	(2,294)	132	95%
5810 Intersession	-	-	-	-	5,150	-	-	-	5,150	-	-
5812 Business Services	15,125	15,125	15,125	167,661	180,250	181,500	181,500	-	(1,250)	13,839	92%
5815 Consultants - Instructional	1,800	18,750	-	200,025	56,268	201,475	201,475	-	(145,208)	1,450	99%
5820 Consultants - Non Instructional	6,000	19,092	13,000	90,197	35,000	83,092	96,092	(13,000)	(61,092)	5,895	94%
5824 District Oversight Fees	-	-	-	36,838	57,431	57,409	57,409	-	23	20,571	64%
5830 Field Trips Expenses	10,162	1,749	-	16,155	15,450	16,500	16,500	-	(1,050)	345	98%
5833 Fines and Penalties	20	-	-	906	-	1,000	1,000	-	(1,000)	94	91%
5834 Afterschool Program	12,125	17,199	15,775	155,533	134,827	146,930	159,881	(12,951)	(25,054)	4,347	97%
5836 Fingerprinting	(62)	62	-	464	515	515	515	-	-	51	90%
5839 Fundraising Expenses	46	455	39	4,453	2,900	4,500	4,500	-	(1,600)	47	99%
5845 Legal Fees	7,095	3,443	4,417	36,039	84,405	75,000	75,000	-	9,405	38,961	48%
5851 Marketing and Student Recruiting	8,500	-	319	38,481	12,953	40,908	40,908	-	(27,954)	2,427	94%
5857 Payroll Fees	397	862	521	9,264	7,501	10,000	10,000	-	(2,499)	736	93%
5861 Prior Yr Exp (not accrued)	7,761	1,125	-	24,528	-	24,528	24,528	-	(24,528)	-	100%
5863 Professional Development	10,691	5,900	-	21,404	15,450	21,755	21,755	-	(6,305)	351	98%
5864 Credentialing Support	544	1,838	867	21,924	7,725	21,057	22,264	(1,207)	(14,539)	340	98%
5865 Contracted Education Services - Student	-	6,006	-	36,035	47,645	40,308	41,397	(1,089)	6,248	5,363	87%
5866 Service 17	15,756	7,735	17,759	106,860	109,639	112,058	112,058	-	(2,419)	5,198	95%
5869 Special Education Contract Instructors	2,817	8,029	16,908	34,332	5,253	38,689	38,689	-	(33,436)	4,357	89%
5872 SELPA Fees	1,559	1,602	1,412	13,485	4,120	15,424	10,471	4,953	(6,351)	(3,014)	129%
5874 Sports	-	-	-	1,617	17,314	10,000	2,000	8,000	15,314	383	81%
5875 Staff Recruiting	5,438	-	500	10,063	9,991	12,674	12,674	-	(2,683)	2,611	79%
5877 Student Activities	2,203	4,700	6,833	32,101	30,295	33,120	33,120	-	(2,825)	1,020	97%
5878 Student Assessment	256	-	-	18,084	25,592	19,446	19,446	-	6,146	1,362	93%
5880 Student Health Services	6,800	-	-	9,050	13,596	10,850	10,850	-	2,746	1,800	83%
5881 Student Information System	1,286	1,286	1,286	50,217	52,441	51,289	51,289	-	1,152	1,071	98%
5884 Substitutes	14,394	118,978	41,603	288,301	92,700	263,728	299,434	(35,706)	(206,734)	11,134	96%
5887 Technology Services	1,310	1,110	-	70,685	64,757	71,101	71,101	-	(6,344)	416	99%
5900 Communications	3,517	740	4,076	28,969	35,692	30,837	30,837	-	4,855	1,868	94%
5915 Postage and Delivery	37	38	-	1,711	2,060	2,000	2,000	-	60	289	86%
SUBTOTAL - Services & Other Operating Exp.	207,717	294,396	231,184	2,487,427	2,174,852	2,612,876	2,660,513	(47,637)	(485,661)	173,086	93%
Capital Outlay & Depreciation											
SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	
Other Outflows & Amortization											
7999 Uncategorized Expense	2,598	12,176	17,883	36,623	-	-	-	-	-	(36,623)	
SUBTOTAL - Other Outflows & Amortization	2,598	12,176	17,883	36,623	-	-	-	-	-	(36,623)	
TOTAL EXPENSES	652,081	827,190	702,030	7,514,297	7,726,190	8,049,918	8,086,956	(37,038)	(360,766)	572,659	93%

East Bay Innovation Academy
Monthly Cash Forecast
As of May FY2026

	2025-26												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast		
Beginning Cash	1,087,290	1,315,409	1,572,365	1,076,528	1,256,631	927,581	1,096,442	934,657	909,616	1,024,755	979,056	986,450		
REVENUE														
LCFF Entitlement	-	483,748	202,136	594,654	325,295	594,654	346,712	474,008	658,294	338,883	633,537	400,288	5,573,642	521,432
Federal Revenue	-	-	-	16,243	2,500	16,795	7,153	-	9,025	39,514	5,711	(7,614)	218,213	128,886
Other State Revenue	89	31,707	32,467	165,140	58,656	299,995	84,148	91,967	68,698	175,844	69,388	327,147	1,377,332	(27,914)
Other Local Revenue	83,543	78	15,519	4,691	2,810	64,423	632	15,365	17,017	207,084	5,800	(61,012)	495,681	139,731
Fundraising & Grants	11,356	54,136	632	857	397	2,298	4,258	300	-	590	34	3,215	94,080	16,006
TOTAL REVENUE	94,989	569,669	250,754	781,585	389,657	978,165	442,903	581,640	753,034	761,916	714,470	662,024	7,758,947	778,141
EXPENSES														
Certificated Salaries	68,245	281,667	283,161	281,447	277,132	275,901	272,460	274,065	260,103	268,519	266,977	250,825	3,060,502	-
Classified Salaries	49,072	64,953	79,687	79,545	75,439	78,843	75,132	80,842	81,521	82,373	81,748	66,701	898,105	2,250
Employee Benefits	63,405	125,985	68,049	69,419	64,617	152,055	73,567	89,044	63,928	141,005	86,504	84,827	1,082,611	206
Books & Supplies	102,390	21,271	25,497	27,471	16,520	31,805	20,076	26,137	36,215	28,721	17,735	31,386	385,224	-
Services & Other Operating Expenses	160,322	202,240	299,221	226,491	200,044	251,633	200,918	213,262	207,717	294,396	231,184	176,113	2,660,513	(3,027)
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	195	(51)	-	-	2,584	1,239	2,598	12,176	17,883	(36,623)	-	-
TOTAL EXPENSES	443,433	696,116	755,810	684,322	633,752	790,237	644,737	684,589	652,081	827,190	702,030	573,230	8,086,956	(572)
Operating Cash Inflow (Outflow)	(348,444)	(126,447)	(505,056)	97,263	(244,095)	187,928	(201,834)	(102,949)	100,953	(65,274)	12,440	88,794	(328,008)	778,712
Accounts Receivable	505,241	323,423	19,572	25,667	-	38,065	-	28,969	12,230	4,319	4,319	21,235		
Other Current Assets	158,956	-	-	-	-	-	-	-	-	(3,947)	(6,745)	-		
Accounts Payable	(8,897)	48,716	(25,448)	38,287	(99,037)	(16,398)	30,108	35,397	(14,006)	11,539	(11,793)	(37,634)		
Other Current Liabilities	(40,750)	(2,332)	1,956	7,518	1,435	4,831	347	1,507	4,428	(4,715)	(3,352)	(12,440)		
Summer Holdback	(94,985)	13,596	13,139	11,369	12,646	9,436	9,594	12,035	11,534	12,379	12,525	-	-	
Deferred Revenue	57,000	-	-	-	-	(55,000)	-	-	-	-	-	(24,000)		
Ending Cash	1,315,409	1,572,365	1,076,528	1,256,631	927,581	1,096,442	934,657	909,616	1,024,755	979,056	986,450	1,022,405		

East Bay Innovation Academy
Balance Sheet
As of May FY2026

	Jun FY25	May FY26	Projected Jun FY26
ASSETS			
Cash Balance	1,087,290	986,450	1,022,405
Accounts Receivable	983,039	21,232	778,138
Other Current Assets	168,506	20,242	20,242
ROU Assets	6,710	6,710	6,710
TOTAL ASSETS	2,245,545	1,034,634	1,827,495
LIABILITIES & EQUITY			
Accounts Payable	49,165	37,634	(572)
Other Current Liabilities	85,179	56,050	43,610
Summer Holdback	91,878	115,146	115,146
Deferred Revenue	22,000	24,000	-
ROU Long-Term Liabilities	6,710	6,710	6,710
Beginning Net Assets	1,938,210	1,990,610	1,990,610
Net Income (Loss) to Date	52,403	(1,195,515)	(328,008)
TOTAL LIABILITIES & EQUITY	2,245,545	1,034,634	1,827,495

East Bay Innovation Academy
Multi-year Projection
As of May FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
SUMMARY				
Revenue				
LCFF Entitlement	5,573,642	3,215,184	3,837,256	3,955,453
Federal Revenue	218,213	190,188	162,686	170,156
Other State Revenues	1,377,332	1,145,000	932,554	891,237
Local Revenues	495,681	243,530	243,530	243,530
Fundraising and Grants	94,080	11,080	11,080	11,080
Total Revenue	7,758,947	4,804,981	5,187,105	5,271,456
Expenses				
Compensation and Benefits	5,041,219	2,773,415	2,955,082	3,050,136
Books and Supplies	385,224	252,005	259,565	267,352
Services and Other Operating Expenditures	2,660,513	1,752,041	1,837,377	1,912,638
Depreciation	-	-	-	-
Other Outflows & Amortization	-	-	-	-
Total Expenses	8,086,956	4,777,461	5,052,024	5,230,127
Net Income	(328,008)	27,520	135,080	41,329
Fund Balance				
Beginning Balance (Unaudited)	1,990,610	1,662,601	1,690,121	1,825,202
Audit Adjustment				
Beginning Balance (Audited)	1,990,610	1,662,601	1,690,121	1,825,202
Net Income	(328,008)	27,520	135,080	41,329
Ending Fund Balance	1,662,601	1,690,121	1,825,202	1,866,531
Total Revenue Per ADA	17,385	17,936	16,722	16,994
Total Expenses Per ADA	18,120	17,833	16,286	16,860
Net Income Per ADA	(735)	103	435	133
Fund Balance as a % of Expenses	21%	35%	36%	36%

East Bay Innovation Academy
Multi-year Projection
As of May FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
Key Assumptions				
Enrollment Breakdown				
6	115	100	110	110
7	63	120	110	110
8	88	65	110	110
9	44	-	-	-
10	45	-	-	-
11	55	-	-	-
12	62	-	-	-
Total Enrolled	472	285	330	330
ADA %				
4-6	97.2%	94.0%	94.0%	94.0%
7-8	94.9%	94.0%	94.0%	94.0%
9-12	92.9%			
Average ADA %	94.6%	94.0%	94.0%	94.0%
ADA				
4-6	112	94	103	103
7-8	143	174	207	207
9-12	191	-	-	-
Total ADA	446	268	310	310

East Bay Innovation Academy
Multi-year Projection
As of May FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	3,728,861	2,108,682	2,556,043	2,674,240
8012 Education Protection Account Entitlement	89,260	53,580	62,040	62,040
8019 State Aid - Prior Years	1,437	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,754,084	1,052,922	1,219,173	1,219,173
SUBTOTAL - LCFF Entitlement	5,573,642	3,215,184	3,837,256	3,955,453
Federal Revenue				
8181 Special Education - Entitlement	72,606	69,745	41,325	47,850
8220 Child Nutrition Programs	53,949	30,599	31,517	32,462
8291 Title I	68,340	68,340	68,340	68,340
8292 Title II	11,504	11,504	11,504	11,504
8294 Title IV	10,000	10,000	10,000	10,000
8297 PY Federal - Not Accrued	1,813	-	-	-
SUBTOTAL - Federal Revenue	218,213	190,188	162,686	170,156
Other State Revenue				
8319 Other State Apportionments - Prior Years	(5,891)	-	-	-
8381 Special Education - Entitlement (State)	441,607	598,042	598,042	415,668
8382 Special Education Reimbursement (State)	37,823	23,356	27,871	28,802
8520 Child Nutrition - State	111,072	66,597	68,595	70,653
8545 School Facilities Apportionments	267,189	-	-	-
8550 Mandated Cost Reimbursements	16,865	16,839	5,842	6,974
8560 State Lottery Revenue	126,791	76,109	88,126	88,126
8590 All Other State Revenue	210,356	189,737	-	130,000
8591 Prop 28 Arts & Music in Schools	71,518	74,321	44,078	51,015
8593 ELOP	100,000	100,000	100,000	100,000
SUBTOTAL - Other State Revenue	1,377,332	1,145,000	932,554	891,237
Local Revenue				
8660 Interest	173	173	173	173
8676 After School Program Revenue	50,000	60,000	60,000	60,000
8690 Other Local Revenue	96,364	30,000	30,000	30,000
8701 Oakland Measure N	176,800	-	-	-
8703 Oakland Measure G1	137,125	138,357	138,357	138,357
8704 Student Activities	35,219	15,000	15,000	15,000
SUBTOTAL - Local Revenue	495,681	243,530	243,530	243,530
Fundraising and Grants				
8801 Donations - Parents	10,000	10,000	10,000	10,000
8802 Donations - Private	84,080	1,080	1,080	1,080
SUBTOTAL - Fundraising and Grants	94,080	11,080	11,080	11,080
TOTAL REVENUE	7,758,947	4,804,981	5,187,105	5,271,456

East Bay Innovation Academy
Multi-year Projection
As of May FY2026

		Year 1	Year 2	Year 3	Year 4
		2025-26	2026-27	2027-28	2028-29
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	1,861,593	1,431,701	1,554,652	1,601,292
1148	Teacher - Special Ed	311,333	190,713	196,434	202,327
1160	Counselor	239,712	-	-	-
1300	Certificated Supervisor & Administrator Salaries	647,864	284,200	292,726	301,508
SUBTOTAL - Certificated Salaries		3,060,502	1,906,614	2,043,812	2,105,127
Classified Salaries					
2104	Classified Instructional Aides	142,725	103,250	106,348	109,538
2300	Classified Supervisor & Administrator Salaries	358,510	179,508	184,893	190,440
2400	Classified Clerical & Office Salaries	99,360	108,216	111,462	114,806
2402	Classified Operations	269,422	-	-	-
2928	Other Classified - Food	28,090	-	-	-
SUBTOTAL - Classified Salaries		898,105	390,974	402,703	414,784
Employee Benefits					
3100	STRS	576,485	212,336	218,706	225,268
3300	OASDI-Medicare-Alternative	115,702	106,840	116,165	119,650
3400	Health & Welfare Benefits	326,271	127,816	143,154	160,333
3500	Unemployment Insurance	11,195	5,859	6,076	6,076
3600	Workers Comp Insurance	39,586	22,976	24,465	18,899
3900	Other Employee Benefits	13,371	-	-	-
SUBTOTAL - Employee Benefits		1,082,611	475,827	508,567	530,225
Books & Supplies					
4200	Books & Other Reference Materials	4,353	2,000	2,060	2,122
4300	Materials & Supplies	50,000	69,200	71,276	73,414
4320	Educational Software	41,283	32,309	33,278	34,276
4330	Office Supplies	18,000	10,000	10,300	10,609
4410	Classroom Furniture, Equipment & Supplies	18,487	12,500	12,875	13,261
4420	Computers: individual items less than \$5k	87,329	25,000	25,750	26,523
4423	Staff Computers	1,000	6,000	6,180	6,365
4430	Non Classroom Related Furniture, Equipment & Supplies	1,097	2,000	2,060	2,122
4710	Student Food Services	158,675	89,996	92,696	95,477
4720	Other Food	5,000	3,000	3,090	3,183
SUBTOTAL - Books and Supplies		385,224	252,005	259,565	267,352
Services & Other Operating Expenses					
5200	Travel & Conferences	10,000	2,000	2,060	2,122
5300	Dues & Memberships	20,747	17,011	17,521	18,047
5450	Insurance - Other	93,072	60,000	61,800	63,654
5515	Janitorial, Gardening Services & Supplies	177,454	78,800	81,164	83,599
5535	Utilities - All Utilities	95,035	48,500	49,955	51,454
5605	Equipment Leases	5,400	2,400	2,472	2,546
5610	Upper School Rent	450,000	-	-	-
5611	Lower School Rent	131,325	248,909	256,376	264,068
5615	Repairs and Maintenance - Building	6,772	2,000	2,060	2,122
5803	Accounting Fees	19,515	20,565	21,182	21,817
5809	Banking Fees	2,500	1,545	1,591	1,639

East Bay Innovation Academy
Multi-year Projection
As of May FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
5812 Business Services	181,500	40,000	41,200	42,436
5815 Consultants - Instructional	201,475	-	-	-
5820 Consultants - Non Instructional	96,092	220,000	154,500	159,135
5824 District Oversight Fees	57,409	34,110	41,931	44,519
5830 Field Trips Expenses	16,500	7,500	7,725	7,957
5833 Fines and Penalties	1,000	-	-	-
5834 Afterschool Program	159,881	164,677	169,617	174,706
5836 Fingerprinting	515	530	546	563
5839 Fundraising Expenses	4,500	-	-	-
5845 Legal Fees	75,000	50,000	51,500	53,045
5851 Marketing and Student Recruiting	40,908	19,321	19,901	20,498
5857 Payroll Fees	10,000	-	-	-
5861 Prior Yr Exp (not accrued)	24,528	-	-	-
5863 Professional Development	21,755	11,500	11,845	12,200
5864 Credentialing Support	22,264	-	-	-
5865 Contracted Education Services - Student	41,397	-	-	-
5866 Service 17	112,058	50,000	51,500	53,045
5869 Special Education Contract Instructors	38,689	-	-	-
5872 SELPA Fees	10,471	6,180	6,365	6,556
5874 Sports	2,000	10,000	10,300	10,609
5875 Staff Recruiting	12,674	7,453	7,677	7,907
5877 Student Activities	33,120	34,114	35,138	36,192
5878 Student Assessment	19,446	12,094	14,424	14,857
5880 Student Health Services	10,850	4,000	4,120	4,244
5881 Student Information System	51,289	21,472	22,116	22,780
5883 Envision	-	482,278	592,856	629,451
5884 Substitutes	299,434	60,000	61,800	63,654
5887 Technology Services	71,101	11,112	11,445	11,789
5900 Communications	30,837	23,470	24,174	24,899
5915 Postage and Delivery	2,000	500	515	530
SUBTOTAL - Services & Other Operating Exp.	2,660,513	1,752,041	1,837,377	1,912,638
Depreciation Expense				
SUBTOTAL - Depreciation Expense	-	-	-	-
Other Outflows & Amortization				
SUBTOTAL - Other Outflows & Amortization	-	-	-	-
TOTAL EXPENSES	8,086,956	4,777,461	5,052,024	5,230,127

Coversheet

Executive Director Updates

Section: V. Academic Excellence
Item: A. Executive Director Updates
Purpose: Discuss
Submitted by:
Related Material: Executive Director Report 6.15.26.pdf



Executive Director Report 6.15.26

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Plans for 26-27



▶ 26-27 Staffing and Curriculum

- **Staffing**

- 6 new teachers hired
- Still hiring 1 Math, 1 ELA, 1 Elective

- **Curriculum**

- Adopting Fishtank curriculum for English
- Adopting TCI History for 6th and 7th grades
- Continuing with Illustrative Math
- Continuing with Science curriculum from Stanford/Open Sci Ed



► Priorities for 26-27

Principal Rachel Viegas has identified three key priorities

- ▶ Strong Standards-Aligned Curriculum Implementation in ELA and Math
 - a. Continue PBL focus in Science, History, Capstone Projects
- ▶ High Quality Instruction - continued implementation of Instructional Framework
- ▶ Building Positive Staff Culture



Enrollment Update

Enrollment Projection for 26-27

Total = 285

6th = 100

7th = 120

8th = 65

- EBIA will join Oakland Enrolls common enrollment application for 27-28 school year
- EBIA team has enrollment playbook to continue to utilize proven strategies for student recruitment and retention efforts



Limited Services Agreement

- EBIA/Envision teams have been meeting to coordinate as Envision takes over management of:
 - Finance
 - Human Resources
 - Technology and Facilities
 - Compliance
 - Special Education Management
 - Academics and Professional Development Support
- Envision personnel have been identified to take over workstreams of departing EBIA team members



2

Charter Renewal Updates



Charter Renewal/Material Revision

- OUSD Requiring Material Revision due to enrollment changes prior to Charter Renewal
 - EBIA will submit Material Revision of charter in July
 - 60-90 day timeline for OUSD Board
- If approved, EBIA will submit Charter Renewal Petition immediately
 - 60-90 day timeline
- Chris Copolillo - consultant updating petition and writing data story will support with Material Revision



3

Miranda Transition



Transition Planning

- Miranda will share transition memo with the Board
 - Identifies workstream owners
 - Shares context and background information related to facilities, charter renewal, and partnership with Envision
- Miranda and Rachel have been meeting regularly to support transition
 - Support for 26-27 planning and hiring
 - Playbooks created for enrollment and attendance systems
- Bonita will work on an hourly contract basis to train Office Manager Isabel Lupian on finance and other systems



Questions/Discussion



Coversheet

2026-2027 Staffing: Declaration of Need for Fully Qualified Educators

Section: V. Academic Excellence
Item: B. 2026-2027 Staffing: Declaration of Need for Fully Qualified Educators
Purpose: Vote
Submitted by:
Related Material: cl500 072023_encrypted_.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: 2026-27

Revised Declaration of Need for year: _____

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

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

Name of County: Alameda County CDS Code: 01

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

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

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/15/2026 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, 2027.

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

Miranda Thorman	<i>Miranda Thorman</i>	Executive Director
<i>Name</i>	<i>Signature</i>	<i>Title</i>

510-577-9557	06/11/2025	
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

3400 Malcolm Ave., Oakland, CA 94605

Mailing Address

miranda.thorman@eastbayia.org

EMail Address

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

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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

The declaration shall remain in force until June 30, 2026.

► **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)	9 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
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	2
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art	2	Music	
Business		Physical Education	2
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	2
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.

Contra Costa, Alliance, Reach, Marshall

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

