



# East Bay Innovation Academy

## Board Meeting

**Date and Time**

Monday October 14, 2019 at 8:00 PM PDT

**Location**

3400 Malcolm Avenue, Oakland, CA 94605 - Primary Meeting Location, Secondary Meeting location for Teleconference Attendee - 697 Santa Ray Avenue, Oakland CA 94610

Hello! Our **regular meetings are held at EBIA, 3400 Malcolm Ave.** Regular meetings are generally held in the months of Jan, Feb, Mar, April, May, June, August, Sept, Oct and Nov and typically start at 8PM.

We welcome everyone to our board meetings! If you **require special accommodations** (disability related or other) to attend an EBIA board meeting please let us know by emailing us at [board@eastbayia.org](mailto:board@eastbayia.org) or by calling (510) 577-9557 and ask to speak to our Office Manager.

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>8:00 PM</b>
<b>A.</b> Record Attendance and Guests		Rochelle Benning	1 m
<b>B.</b> Call the Meeting to Order		Rochelle Benning	1 m
<b>C.</b> Approve Minutes - August 26 Board Meeting	Approve Minutes	Rochelle Benning	1 m
Approve minutes for Board Meeting on August 26, 2019			
<b>D.</b> Approve Board Minutes - Special Board Meeting, September 26	Approve Minutes	Rochelle Benning	1 m
Approve minutes for Special Board Meeting - Closed Session on September 26, 2019			
<b>E.</b> Public Comment		Rochelle Benning	10 m
Up to a maximum of 3 minutes comment time per speaker			
<b>II. Governance</b>			<b>8:14 PM</b>
<b>A.</b> Consent Agenda	Vote	Rochelle Benning	3 m
October Consent Agenda Items			
- EBIA August 2019 Check and Credit Card Register			
- EBIA September 2019 Check and Credit Card Register			
- Local Assignment Option			

- Side letters with ETA members
- Bonsai IT support service contract

<b>B. Board Member Changes</b>	Vote	Rochelle Benning	10 m
<ul style="list-style-type: none"> <li>- announce board member departure due to move to Texas</li> <li>- add new board member</li> </ul>			

**III. Academic Excellence 8:27 PM**

<b>A. Fall Baseline Data</b>	Discuss	Dean Marolla-Turner	10 m
Update on student results - including MAP			
<b>B. Review October Intersession Plan</b>	Discuss	Dean Marolla-Turner	15 m
<ul style="list-style-type: none"> <li>- plan of events</li> <li>- parent communications plan</li> <li>- logistic review</li> </ul>			
<b>C. Staff Intersession Plan - Lower and Upper Schools</b>	Discuss	Kim Frankel and Zach Powers	10 m
Joint presentation by Directors of Innovative Instruction - review staff PD plan for Lower School.			
<b>D. Review Status and Action Plan for Measure N and G1</b>	Discuss	Dean Marolla-Turner	15 m
Review workplan to complete deliverables due to OUSD			
<b>E. Local Performance Indicators for CA Dashboard</b>	FYI	Dean Marolla-Turner	5 m
<b>F. Update on WASC - SARC Workplan and Progress</b>	Discuss	Dean Marolla-Turner	5 m
Status of ongoing WASC - SARC preparations.			
<b>G. SPED Program - update on Process, Tools and Compliance</b>	Discuss	Dean Marolla-Turner	15 m
<ul style="list-style-type: none"> <li>- update on status of SPED program</li> <li>- review of procedures to ensure compliance</li> <li>- SPED - CALPADs data merge approach and controls</li> </ul>			
<b>H. 2019-2020 EBIA Student Population Profile</b>	Discuss	Michelle Cho	10 m
Update on demographic profile of EBIA after the kick-off of the 2019-2020 School Year			
<b>I. 2020 - 2021 Student Recruitment Kick Off</b>	Discuss	Bonita Herrera	10 m
- Summary of student recruitment plan for the coming school year			

**IV. Finance and Development 10:02 PM**

<b>A. Draft 18-19 Audited Financials</b>	Discuss	Michelle Cho	5 m
Preliminary audited financials for SY 18-19			
<b>B. YTD Financial Review (Through September 2019)</b>	Discuss	Michelle Cho	15 m
<ul style="list-style-type: none"> <li>- YTD financials</li> <li>- Cash update</li> </ul>			
<b>C. Receivable Sales</b>	Vote	Michelle Cho	5 m
Seek board approval for Michelle Cho (CFO) and Laurie Jacobson Jones (board treasurer) to execute sale of receivables if needed, during SY 19-20. Maximum \$250K.			
<b>D. 2019 - 2020 EBIA Development Update</b>	Discuss	Michelle Cho	5 m
<ul style="list-style-type: none"> <li>- Overview on fundraising targets and strategy for 2019 - 2020 school year</li> <li>- SOW for grants writer</li> </ul>			

**V. Facility 10:32 PM**

<b>A. Prop 39 Kickoff and general facilities update</b>	FYI	Michelle Cho	10 m
Update on Prop 39 and any other facilities related information.			

**VI. Other Business 10:42 PM**

<b>A. Key Activities and Events</b> Coming events -	FYI	Dean Marolla-Turner	2 m
<b>B. Public Comment</b>	FYI	Rochelle Benning	5 m
<b>VII. Closing Items</b>			<b>10:49 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Rochelle Benning	1 m

# Cover Sheet

## Approve Minutes - August 26 Board Meeting

**Section:** I. Opening Items  
**Item:** C. Approve Minutes - August 26 Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on August 26, 2019



# East Bay Innovation Academy

## Minutes

### Board Meeting

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#### **Date and Time**

Monday August 26, 2019 at 8:00 PM

#### **Location**

3400 Malcolm Avenue, Oakland, CA 94605 - Primary Meeting Location, Secondary Meeting location for Teleconference Attendee - 697 Santa Ray Avenue, Oakland CA 94610

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#### **Directors Present**

Kelly Garcia, Laurie Jacobson Jones, Rochelle Benning

#### **Directors Absent**

Ken Berrick, Saamra Mekuria-Grillo

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### **I. Opening Items**

**A. Record Attendance and Guests**

**B. Call the Meeting to Order**

Rochelle Benning called a meeting of the board of directors of East Bay Innovation Academy to order on Monday Aug 26, 2019 @ 8:01 PM at 3400 Malcolm Avenue, Oakland, CA 94605 - Primary Meeting Location, Secondary Meeting location for Teleconference Attendee - 697 Santa Ray Avenue, Oakland CA 94610.

**C. Approve Minutes - June 12, 2019 Board Meeting**

Laurie Jacobson Jones made a motion to approve minutes from the Board Meeting on 06-12-19.

Kelly Garcia seconded the motion.

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

**D. Public Comment**

No members from the public are present.

**E. Adjourn Public Session**

Per Executive Director's input, we will not have a closed session at this meeting and thus not adjourn to closed session.

**II. Governance**

**A. Consent Agenda**

The Bonzai contract will be reviewed at the next meeting.

Brief discussion about changes to the handbook and it was shared that new legal language was added per our legal counsel.

Laurie Jacobson Jones made a motion to Accept the consent agenda.

Kelly Garcia seconded the motion.

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

**III. Academic Excellence**

**A. Spring 2019 SBAC and AP Results**

Dean shared an update regarding spring SBAC and AP testing. For specific details please see board packet.

**B. 2019 Summer Activity Report Out**

Dean shared an update regarding spring summer activities for students. For specific details please see board packet.

**C. EBIA Academic Programs and Priorities for 2019 -2020**

Dean shared an update regarding academic priorities and programs. For specific details please see board packet.

**D. Director of College Readiness - College Readiness Program Overview - 12th Grade Launch**

Michelle and Dean shared an update regarding college readiness program. For specific details please see board packet.

**E. Update on 2019 - 2020 Staffing**

Michelle shared a staffing update.. For specific details please see board packet.

The board agreed to delay the related vote for legal review.

**IV. Finance and Development**

**A. 2018 -2019 EBIA Unaudited Financials**

Michelle shared a presentation related to our 2018-19 Unaudited Financials. For specifics please see board packet.

Kelly Garcia made a motion to Approve the 18-19 Unaudited Actuals.

Rochelle Benning seconded the motion.

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

**B. 2019 - 2020 Enrollment Update**

Michelle shared a presentation related to our enrollment for the SY 19.20. For specifics please see board packet.

**C. 2019 - 2020 EBIA Development Update**

Michelle shared a presentation related to Development for the SY 19.20. For specifics please see board packet.

**V. Facility**

**A. Facility Update**

Michelle shared a facility update. For specifics please see board packet.

**VI. Other Business**

**A. Key Activities and Events**

Shelley shared an update regarding key activities and upcoming events.

**B. Public Comment**

No public comment.

**VII. Closing Items**

**A. Adjourn Meeting**

Laurie Jacobson Jones made a motion to adjourn the meeting.

Kelly Garcia seconded the motion.

The board **VOTED** unanimously 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 9:30 PM.

Respectfully Submitted,  
Rochelle Benning

# Cover Sheet

## Approve Board Minutes - Special Board Meeting, September 26

**Section:** I. Opening Items  
**Item:** D. Approve Board Minutes - Special Board Meeting, September 26  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Special Board Meeting - Closed Session on September 26, 2019





## East Bay Innovation Academy

### Minutes

#### Special Board Meeting - Closed Session

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**Date and Time**

Thursday September 26, 2019 at 7:00 PM

**Location**

<https://oracle.zoom.us/j/9099818990> OR Dial: +1 515-808-2073 PIN: 579137647#

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**Directors Present**

Kelly Garcia, Ken Berrick, Laurie Jacobson Jones, Rochelle Benning

**Directors Absent**

*None*

**Directors Arrived Late**

Ken Berrick

**Guests Present**

Dean Marolla-Turner, Michelle Cho

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**I. Opening Items**

**A. Record Attendance and Guests**

**B. Call the Meeting to Order**

Rochelle Benning called a meeting of the board of directors of East Bay Innovation Academy to order on Thursday Sep 26, 2019 @ 7:11 PM at <https://oracle.zoom.us/j/9099818990> OR Dial: +1 515-808-2073 PIN: 579137647#.

**C. Adjourn Public Session**

Kelly Garcia made a motion to adjourn.  
Laurie Jacobson Jones seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**II. Closed Session Pursuant to 54957**

**A. Open Closed Session and Record Attendance**

same attendees as the opening  
Ken Berrick arrived late.

**B. CONFERENCE WITH LEGAL COUNSEL-- ANTICIPATED LITIGATION**

board was advised by legal counsel.  
moved to allow legal counsel to negotiate a settlement on behalf of EBIA. Kelly, Laurie and Shelley all voted to allow settlement discussions.

**C. Adjourn Closed Session**

Laurie Jacobson Jones made a motion to adjourn.  
Kelly Garcia seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**III. Resume Open Session**

**A. Record Attendance**

no change in meeting attendees

**B. Report on Closed Session**

legal counsel has been authorized to come to a settlement.

**IV. Other Business**

**A. Public Comment**

no public comment was provided by anyone in the meeting.

**V. Closing Items**

**A. Adjourn Meeting**

Kelly Garcia made a motion to adjourn the meeting.  
Laurie Jacobson Jones seconded the motion.  
The board **VOTED** unanimously 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 7:54 PM.

Respectfully Submitted,  
Rochelle Benning

# Cover Sheet

## Consent Agenda

**Section:** II. Governance  
**Item:** A. Consent Agenda  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Borcelis side letter signed 2019.10.11.pdf  
EBIA - 2019-20 Aug & Sept Check Registers.pdf  
EBIA - 2019-20 August Credit Card Register.pdf  
EBIA Bonsai Contract Aug 2019.pdf  
EBIA\_Local\_Assignment\_Option.pdf  
Vasu side letter signed 2019.10.04.pdf  
Ye\_C side letter 190905.pdf

**SIDE LETTER BETWEEN  
EAST BAY INNOVATION ACADEMY  
AND  
EBIA TEACHERS ASSOCIATION**

**October 4, 2019**

The East Bay Innovation Academy (“EBIA”) and Ms. Judith Borcelis have determined that it would be mutually beneficial for Ms. Borcelis to teach an additional section (Pre-calc, Period 1) in exchange for \$13,308.42 stipend. While the CBA does not yet articulate the Work Day for Upper School unit members in detail, EBIA recognizes the additional burden this arrangement would place on Ms. Borcelis. In order to amicably resolve this irregularity, and without assigning fault to any Parties, EBIA and the EBIA Teachers Association (“ETA”) agree as follows:

1. Ms. Judith Borcelis shall teach Pre-Calc during Period 1 during school year 2019-20, beginning Monday October 7, 2019.
2. Ms. Borcelis will be compensated an additional \$13,308.42, to be evenly spread across remaining SY 19-20 pay periods.
3. EBIA and its unit members will file no grievances, unfair practice charges, or other causes of action relating to the issues that are the subject of this Agreement.
4. The Parties acknowledge and agree that this Agreement supersedes and takes the place of any side letter on the same subject matter previously executed by the parties. The parties further acknowledge and agree that this Agreement does not establish past practice at EBIA.

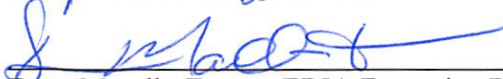
Date: 11 October 2019

  
\_\_\_\_\_  
Judith Borcelis

Date: 10/11/19

  
\_\_\_\_\_  
Rich Rizzo, ETA Representative

Date: 10/11/19

  
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Dean Marolla-Turner, EBIA Executive Director

## Check Register



EBIA  
August 2019

Grand Total 255,734.28

Vendor	Check Number	Void	Date	Description	Check Amount
New Tech Network, Inc	6138		8/5/2019	East Bay Innovation Academy INV90	12,250.00
Revolution Foods, Inc.	6139		8/5/2019	June food	920.05
Vision Service Plan - (CA)	6140		8/5/2019	Client ID 30050552	376.93
AT & T	6141		8/14/2019	BAN 9391066883, 3800 Mountain Blvd	673.50
Kaiser Foundation Health Plan	6142		8/14/2019	East Bay Innovation Academy September billing	20,325.83
Waste Management	6143		8/14/2019	customer ID 15-00043-73002	1,098.46
Apex Learning Inc.	6144		8/20/2019	Customer Number 8079035	10,500.00
CDW Government	6145		8/20/2019	Customer Number 12218286	7,500.00
Devereux	6146		8/20/2019	Account number 348720	26,340.14
East Bay Speech Pathology, Inc.	6147		8/20/2019	EBIA inv 1080	5,369.00
Law Offices of Young, Minney & Corr, LLP	6148		8/20/2019	Inv 61107	6,598.79
RingCentral Inc.	6149		8/20/2019	Customer ID 1184099019	733.52
Seneca Family of Agencies	6150		8/20/2019	EBIA MOU 2018-19 school year	7,500.00
Achieve3000	6151		8/26/2019	Inv #43446	16,475.00
Zosha Adam	6152		8/26/2019	LiveScan for new hire	79.00
Henry C. Levy, Tax Collector, Alameda County	6153		8/26/2019	Parcel number 48-6166-41-6	71.86
AALRR Attorneys at Law	6154		8/26/2019	Client No. 006340	925.71
BambooHR	6155		8/26/2019	Customer 25902	295.00
Judith Borcelis	6156		8/26/2019	LiveScan for new hire	52.00
Roland Bouteiller	6157		8/26/2019	LiveScan for new hire	57.00
CDW Government	6158		8/26/2019	Customer Number 12218286	53,138.83
Montray Clemons	6159		8/26/2019	LiveScan for new hire	84.00
Teresa Coenen	6160		8/26/2019	LiveScan for new hire	59.00
CoPower	6161		8/26/2019	CoPower ID 902360	4,657.76
CPM Educational Program	6162		8/26/2019	Customer Number 01-SEAS02	874.00
Jojo de Guzman	6163		8/26/2019	LiveScan for new hire	64.00
Devereux	6164		8/26/2019	Invoice # 23495348720Jul19	20,144.35
Directory Solutions	6165		8/26/2019	Inv # 16387	450.00
EdTec	6166		8/26/2019	Inv 16544	5,280.09
Sean Gambrell	6167		8/26/2019	Parent volunteer supplies, keys	103.37

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payroll checks are not included on this register.

Vendor	Check Number	Void	Date	Description	Check Amount
				Monthly rent of Golden Gate Academy campus 19-	
Golden Gate Academy	6168		8/26/2019	20	26,745.00
Bonita Herrera	6169		8/26/2019	Orientation materials	94.80
Serina Hersom	6170		8/26/2019	LiveScan for new hire	72.00
Aries Jordan	6171		8/26/2019	LiveScan for new hire	69.00
Ronald Kemp	6172		8/26/2019	Wall filing system	62.22
Lina's Janitorial Services	6173		8/26/2019		20,800.00
Marlin Business Bank	6174		8/26/2019	Customer Account Number: 1480401	237.78
Michael Marzec	6175		8/26/2019	LiveScan for new hire	67.00
Samantha O'Brien	6176		8/26/2019	LiveScan for new hire	66.00
Office Depot	6177		8/26/2019	Account number 16610744	250.53
John Pancak	6178		8/26/2019	LiveScan for new hire	79.00
Brittney Richardson	6179		8/26/2019	LiveScan for new hire	69.00
STARLINE SUPPLY COMPANY	6180		8/26/2019	Customer #0001249	780.68
Kala Stepter	6181		8/26/2019	Livescan, travel for PD	168.08
Swing Education	6182		8/26/2019	INV00085078	2,900.00
Destiny Thomas	6183		8/26/2019	LiveScan for new hire	72.00
Michael Trueman	6184		8/26/2019	LiveScan for new hire	59.00
Ashley Wahnschaff	6185		8/26/2019	LiveScan for new hire	57.00
Edmund Zander	6186		8/26/2019	LiveScan for new hire, parking for PD	88.00

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## Check Register



EBIA  
September 2019

Grand Total 146,291.03

Vendor	Check Number	Void	Date	Description	Check Amount
Agustin de Jesus	6187		9/5/2019	LiveScan for new hire	79.00
Lina's Janitorial Services	6188		9/5/2019	Janitorial for US and LS 8/1-8/30/19	6,000.00
Mountain Valley Child & Family Services	6189		9/5/2019	JW, EASTBAY, IN000030271	30,546.00
PG&E	6190		9/5/2019	Account No: 4052865603-2	2,269.36
Ready Refresh	6191		9/5/2019	Account Number: 0035832427	40.92
Ready Refresh	6192		9/5/2019	Account Number: 0035832435	58.95
Waste Management Of Alameda County	6193		9/5/2019	Customer ID: 00513-38904	168.04
AT&T	6194		9/11/2019	BAN 9391062435	1,347.00
Beehively	6195		9/11/2019	Invoice ID 2019-0399	720.00
Cooking Round the World	6196		9/11/2019	INV-1696	1,378.76
East Bay Speech Pathology, Inc.	6197		9/11/2019	Inv # 1103	2,646.00
EdTec	6198		9/11/2019	Inv 16910	5,325.00
La Cheim School, Inc	6200		9/11/2019	Customer ID EBIA	3,029.00
Marlin Business Bank	6201		9/11/2019	Oven lease, plus late fee	270.22
Michele Minsuk	6202		9/11/2019	Snowcone maker and supplies	81.35
Mountain Valley Child & Family Services	6203		9/11/2019	INV000030495	17,054.60
Office Depot	6204		9/11/2019	Account number 16610744	731.76
Zach Powers	6205		9/11/2019	Blick Sketch Pads	99.85
Premier Agendas Inc	6206		9/11/2019	Customer Number 2378717	880.01
STARLINE SUPPLY COMPANY	6207		9/11/2019	Customer #0001249	519.04
Swing Education	6208		9/11/2019	INV00110823	100.00
Mick Terrizzi	6210		9/11/2019	Reimbursements--snacks, tools, parking, supplies	595.38
Vision Service Plan - (CA)	6211		9/11/2019	Client ID 30050552	761.64
Waste Management	6212		9/11/2019	Customer ID 15-00043-73002	1,565.87
Kaiser Foundation Health Plan	6199		9/12/2019	October 2019 health care premiums	45,808.02
Teachers on Reserve	6209		9/12/2019	Customer EASTB0003	284.03
AP Exams	6213		9/26/2019	Account number 059801	17,858.00
Walnut Creek Lighting	6216		9/26/2019	Golden Gate Gym fan	2,100.00
CoPower	6214		9/27/2019	CoPower ID 902360	3,390.47
Vision Service Plan - (CA)	6215		9/27/2019	Vision premiums for October 2019	582.76

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## Credit Card Register

EBIA  
August 2019

Grand Total 15,338.52

Credit Card	Vendor	Statement Date	Description	Transaction Amount
9515-2030	Signupgenius.com	8/26/2019	Volunteer organization site subscription	107.89
9515-2030	Amazon Mktplace Pmts	8/26/2019	Safety cones	128.38
9515-2030	Amazon Mktplace Pmts	8/26/2019	Safety cones	233.95
9515-2030	Amazon.com	8/26/2019	computer speakers	43.68
9515-2030	Amazon Mktplace Pmts	8/26/2019	Mini voice recorder	21.99
9515-2030	Jumbula	8/26/2019	Monthly fee for afterschool online system	40.00
9515-2030	Amazon Mktplace Pmts	8/26/2019	whistles	21.98
9515-2030	Amazon Mktplace Pmts	8/26/2019	electronic whistle	15.60
9515-2030	LinkedIn	8/26/2019	Job posting	62.69
9515-2030	Dropbox	8/26/2019	Devin Krugman monthly subscription	11.99
9515-2030	Amazon Mktplace Pmts	8/26/2019	clipboards	18.95
			Easel Post-it pads, markers, paper roll, paper borders, colored pencils, band-aids, rulers, binder clips, correction tape, filler paper, cardstock	
9515-2030	Amazon Mktplace Pmts	8/26/2019		897.16
9515-2030	Amazon Mktplace Pmts	8/26/2019	band aids	31.55
9515-2030	Amazon Mktplace Pmts	8/26/2019	hand warmers	29.99
9515-2030	Amazon Mktplace Pmts	8/26/2019	First aid kits, emergency water, LED lanterns	335.79
9515-2030	Amazon Mktplace Pmts	8/26/2019	safety vests	36.98
9515-2030	Amazon Mktplace Pmts	8/26/2019	first aid kits	58.88
9515-2030	Amazon Mktplace Pmts	8/26/2019	pens	11.90
9515-2030	Amazon Mktplace Pmts	8/26/2019	HDMI cables	27.98
			Wipes, door stops, bday cards, index cards, pens, laminating pouches, wall file storage	
9515-2030	Amazon Mktplace Pmts	8/26/2019		217.03
9515-2030	Audible US	8/26/2019	Monthly subscription for audio books, D42	14.95
9515-2030	Amazon Mktplace Pmts	8/26/2019	post-its	16.16
9515-2030	LinkedIn	8/26/2019	Monthly fee for premium membership	29.99
9515-2030	Amazon Mktplace Pmts	8/26/2019	scissors	16.99
9515-2030	Target	8/26/2019	composition books	219.50
9515-2030	Target	8/26/2019	composition books	85.40
9515-2030	Amazon Mktplace Pmts	8/26/2019	snow cone cups	64.90
9515-2030	Dropbox	8/26/2019	Michelle Cho annual subscription	119.88



Credit Card	Vendor	Statement Date	Description	Transaction Amount
9515-2030	Instacart	8/26/2019	Quest snacks	134.73
9515-2030	Amazon.com	8/26/2019	report covers	37.94
9515-2030	Amazon.com	8/26/2019	'sentence strips'	10.66
9515-2030	Amazon.com	8/26/2019	USB speaker	14.07
9515-2030	Amazon.com	8/26/2019	computer speakers	21.84
9515-2022	Thunder Data Systems	8/26/2019	Monthly fee for event ticketing system	10.00
9515-2022	Amazon.com	8/26/2019	coffee	23.96
9515-2022	Amazon.com	8/26/2019	paper hot cups	62.53
9515-2022	Amazon Mktplace Pmts	8/26/2019	working gloves, pens, name badge inserts, dry erase markers, paper, exam gloves, trash bags, coffee urn	308.17
9515-2022	Amazon Mktplace Pmts	8/26/2019	scotch tape, duct tape, clipboards, exam gloves, band aids	195.95
9515-2022	Amazon Mktplace Pmts	8/26/2019	post it easel pads	88.96
9515-2022	Amazon Mktplace Pmts	8/26/2019	post it notes	15.30
9515-2022	Amazon.com	8/26/2019	label maker tape	23.72
9515-2022	Amazon.com	8/26/2019	twine	5.45
9515-2022	Catsone.com	8/26/2019	Monthly fee for recruiting program	142.80
9515-2022	Amazon.com	8/26/2019	masking tape	130.80
9515-2022	Amazon.com	8/26/2019	avery labels	61.14
9515-2022	Amazon.com	8/26/2019	in/out board	115.48
9515-2022	Amazon Mktplace Pmts	8/26/2019	HDML cables	175.71
9515-2022	Amazon.com	8/26/2019	paper plates	50.76
9515-2022	Amazon Mktplace Pmts	8/26/2019	basketball, football, dodgeball, acrylic sign holder, glitter gel pens, pastels, water balloons, colored pencils, markers, construction paper, watercolors, poster board	478.97
9515-2022	Amazon Mktplace Pmts	8/26/2019	electronic whistle	29.98
9515-2022	Amazon Mktplace Pmts	8/26/2019	pads, duct tape	80.62
9515-2022	Amazon Mktplace Pmts	8/26/2019	electronic whistle	14.99
9515-2022	Amazon Mktplace Pmts	8/26/2019	soccer training flags	87.30
9515-2022	Amazon Mktplace Pmts	8/26/2019	shipping labels, portfolios,	215.12
9515-2022	Amazon Mktplace Pmts	8/26/2019	kleenex, disinfectant spray	80.18
9515-2022	Amazon Mktplace Pmts	8/26/2019	phoenix figurines	120.16
9515-2022	Amazon.com	8/26/2019	binder dividers	7.67
9515-2022	Amazon.com	8/26/2019	34" long spray paint marking applicator wand	28.94
9515-2022	Amazon Mktplace Pmts	8/26/2019	gorilla tape, scotch tape, instant read thermometer	51.21
9515-2022	Amazon.com	8/26/2019	athletic field striping paint	20.61

Credit Card	Vendor	Statement Date	Description	Transaction Amount
9515-2022	Amazon Mktplace Pmts	8/26/2019	rulers	19.92
9515-2022	Amazon Mktplace Pmts	8/26/2019	Countdown clock	49.11
9515-2022	Wells Fargo	8/26/2019	Overlimit charge	39.00
9515-7175	United Airlines	8/26/2019	Flight for Rich Rizzo to attend AP CS workshop, change fee	155.00
9515-7175	Drake's Brewing Company	8/26/2019	Deposit for food and room after PD scavenger hunt	350.00
9515-7175	Techsoup	8/26/2019	Licensing for software, discounted via non-profit	330.00
9515-7175	La Mediterranee	8/26/2019	Food for back to school PD week	405.36
9515-7175	Starbucks	8/26/2019	coffee	2.45
9515-7175	Feet First Entertainment	8/26/2019	Deposit for PD scavenger hunt	1,100.00
9515-7175	Starbucks	8/26/2019	coffee	35.90
9515-7175	The Home Depot	8/26/2019	supplies for back to school workday	449.56
9515-7175	Target	8/26/2019	composition books	262.20
9515-7175	Drake's Brewing Company	8/26/2019	Balance due for PD food after scavenger hunt	310.96
9515-7175	Silk Screen Savages	8/26/2019	Tshirts to sell as swag	643.18
9515-7175	Feet First Entertainment	8/26/2019	Balance due for PD scavenger hunt	1,100.00
9515-7175	Sparky's	8/26/2019	Food for volunteers	45.67
9515-7175	Chevron	8/26/2019	Gas for van moving Realm purchases	40.00
9515-7175	Replica Digital Ink	8/26/2019	Printing	403.15
9515-7175	Audible US	8/26/2019	Monthly subscription for audio books, D42	14.95
9515-7175	Target	8/26/2019	composition books	23.92
9515-7175	The Home Depot	8/26/2019	doormat, mulch	121.76
9515-7175	Directory Solutions	8/26/2019	online directory for families	450.00
9515-7175	Dollar Tree	8/26/2019	composition books	116.24
9515-7175	Elite Translingo	8/26/2019	Translation of student handbook	2,070.00
9515-7175	Laurel Ace Hardware	8/26/2019	keys for upper school	31.13
9515-7175	DBC*BLICK ART MATERIAL	8/26/2019	Art supplies for high school	879.14
9515-7175	Craigslist.org	8/26/2019	Posting for After School position	75.00
9515-2022	Amazon.com	8/26/2019	Amazon	47.07



PACIFIC EDUCATION TECHNOLOGY INCORPORATED  
(DBA **BONSAI**)  
PO Box 146, Orinda, CA 94563  
Phone: 925-494-2101 | Fax: 510-295-2409  
contracts@bonsaiteam.org

**CONTRACT ISSUE DATE: July 25, 2019 | CONTRACT # 7130-19-2**

## I. Client:

Name: East Bay Innovation Academy  
Address: 3800 Mountain Blvd  
Oakland CA 94619

This agreement represents a CONTRACT for services between PACIFIC EDUCATION TECHNOLOGY INCORPORATED (DBA **BONSAI**) and CLIENT.

## II. Bonsai Technology Services

### 1. Bonsai Foundational IT Services

- a. Ongoing school-wide technology and Ed-Tech program planning throughout the year, including client management meetings, technology advisory, research, and consulting, onsite or remote as required, provided within the broader onsite time budget outlined in the terms below.
- b. Ongoing network and infrastructure management. Establish architecture, improvement plans, and maintain all aspects of school network infrastructure including internet services, wireless, wired network, security policies, and firewall.
- c. Provides remote support for monitoring, management, preventative maintenance, and troubleshooting with regular and emergency-response based onsite visits when needed.
- d. Tracking of school-wide technology assets and planning for replacements of equipment
- e. Implementing and management of Google Suite for Education, including setup of user accounts, cloud storage, and backup strategy.
- f. Management of vendors and partners related to IT at the school, including subcontracted IT services.

### 2. Bonsai Student Device Support

- a. Device level support including maintenance, software upgrades, and establishing management strategies.
- b. Unlimited remote based tech support. The school agrees to maximize and facilitate remote support and remote planning as much as possible.

### 3. Exclusions - items not included in this contract that can be provided at an additional cost:

- a. Specific project-based work, including hardware purchases/upgrades and implementation, is not included. Examples include major Wi-Fi network and classroom projector/display installations and upgrades.
- b. Any hardware or software technology, including servers, phones, PAs, or any other product or solution not specifically mentioned below.
- c. Does not include A/V projector maintenance, cleaning, or repairs.
- d. Does not include support for faculty and staff devices.

### III. Pricing

Bonsai Technology Services	Pricing
<b>Bonsai Foundational IT Services</b> (inc Network Management) <b>Bonsai Student Device Support</b>	\$2,100/month
<b>Bonsai One-time Setup Fee for Technology Services</b>	\$2,000
<b>TOTAL</b>	<b>\$2,100/month + \$0 Setup Fee</b>

### IV. Terms & Conditions

*FB MC*

1. **Onsite time** - Includes up to ~~70~~ 70 hours annually of onsite visits in support of the services described above. Additional on-site hours are \$75/hour per person. However, before any additional hours are completed or invoiced both the Client and Bonsai will agree upon hours and services to be provided.
2. **Student Devices Covered** - Student devices are defined as laptops, tablets, iPads, Chromebooks, or lab computers used by students. Currently the number of devices included in this CONTRACT is **Up to 800 Devices**. Should the number of student devices increase by more than 10% during the service term, the monthly costs may increase. Such an increase would require Client approval of a new CONTRACT. All devices older than 5 years are supported on a "best effort" basis.
3. **Printers** - Support for 6 major printers/copiers are included. Additional printers/copiers can be supported for an additional cost.
4. **CONTRACT Service Term** - The CONTRACT Service Term will be from **Aug 1, 2019 to June 30, 2021**.
5. **Billing Terms**
  - a. The school will be invoiced for this CONTRACT in **quarterly payments** (3 X the monthly payment), due at the beginning of each quarter (Jan 1, Apr 1, July 1, Oct 1).
  - b. The initial payment (pro-rated for the initial quarter) and the one-time "Setup Fee" are due and payable on the day the contract is initiated.
6. **Expiration** - This CONTRACT will expire 30 days after the "Contract Issue Date" listed at the top of this agreement unless signed prior to 30 days. If the contract expires a new contract will need to be issued.
7. **Terms of Service** - All other Terms of Service for this CONTRACT are bound fully within and controlled by the CLIENT's MASTER SERVICES AGREEMENT (MSA) with BONSAI. Should any terms of this CONTRACT conflict with those of the MSA, the terms of the MSA shall prevail.

### V. Services Agreement

Client acknowledges having read these terms and conditions and agrees to this services agreement.

#### Client Agreed and Accepted

CLIENT Signature:

Michelle Cho

Printed Name:

Michelle Cho

Title:

COO/CFO

Date:

7/25/19

BONSAI Signature:

Byron Kennedy

Printed Name:

Byron Kennedy

Title:

CEO

Date:

7/25/19

## **Board Policy regarding the use of the Local Assignment Option**

### Discussion/Action Item

Current law provides various ways for local governing boards to assign credentialed teachers to serve in subject-matter areas in grades K-12. One option is EC § 44258.3 which allows local school districts to assign credentialed (non-emergency) teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified according to policy and procedures approved by the governing board and the teacher consents to the assignment.

This policy is to establish the East Bay Innovation Academy district's plan (in attachment A) to implement these options.

#### **Recommendation:**

The administration recommends approval of this Board Policy to provide greater flexibility in local teacher assignments in grades K-12.

## *Attachment A*

### *East Bay Innovation Academy District Plan*

#### **Education Code §44258.3**

Purpose: It is the intent of East Bay Innovation Academy District to facilitate the assignment of teachers in accordance with EC §44258.3 when they consent to such assignments and when it has been verified that they are qualified for the requested assignment(s). The following procedures are intended to provide for the implementation of this Board Policy.

1. Head of School or Director of Innovative Instruction (Site Administrator) identifies a subject-matter assignment need at one of our schools.
2. Site Administrator determines whether any existing staff or candidates have the appropriate credential and are interested in the assignment or whether EC §44258.3 should be used.
3. Site Administrator identifies consenting teacher for possible assignment pursuant to EC §44258.3 or a teacher may request to fill the assignment.
4. Teacher submits a petition form to teach in the position. (Attachment A.1 for form draft). The petition denotes criteria upon which petition is based, teacher consent, site administrator's recommendation of assignment, and that the assignment is for one year and may be extended for additional time if the teacher and school district consents.
5. A review panel, selected by the district, will consist of site administrators, teachers, and a representative from the Admin credentialing team. This Assignment Review Panel conducts, prior to the beginning of the assignment, an assessment in accordance with EC §44258.3. This assessment must determine evidence of the candidate's knowledge of the subject matter to be taught and at the grade level to be taught.

One or more of the following criteria may be used in the review:

- a. Successful prior teaching experience of the subject
- b. Successful completion of intensive professional development in the subject to be taught
- c. Review of portfolio containing evidence of demonstrated knowledge
- d. Results of oral interviews
- e. Practical experience
- f. Passage of an examination that is valid for the subject and grade level
- g. Observation over time of the teacher in the subject in the grade level currently being taught
- h. Observation of a demonstration lesson in the subject and at the grade level to be taught
- i. Professional Growth Plan - The petitioning teacher and administrator have come to mutual agreement that a professional growth plan is necessary for the teacher to serve in the position
- j. Successful completion of college or university course work in the subject to be taught
- k. Successful prior work experience in the content area

6. The Assignment Review Panel makes a final disposition on whether to recommend that a teacher be assigned under EC §44258.3. The Assignment Review Panel informs the designee of the district of the results of the review, and records on form (Attachment A.2 for form draft).

**Note:**

- For assignments under EC §44258.3, the Head of School, or other appropriate administrator, shall notify the exclusive representative of the certificated employees for East Bay Innovation Academy, as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, of each instance in which a teacher is assigned to teach classes pursuant to the section.
- East Bay Innovation Academy will report to our chartering authority instances when this assignment option is used. This reporting would most likely occur during the assignment monitoring activities in accordance with EC §44258.9. A school district may forward a copy of their board- approved policies that may assist the chartering authority during the monitoring process.



**Attachment A.1**

**East Bay Innovation Academy  
Petition to Teach Departmentalized Subjects Under EC §44258.3**

*This form is to be used by a credentialed teacher and a site administrator to request verification of adequate knowledge to teach specified subjects in a departmentalized setting in kindergarten or any of grades 1 through 12 in accordance with EC §44258.3.*

Teacher: \_\_\_\_\_ SSN: \_\_\_\_\_

School: \_\_\_\_\_

Subject(s) being requested: \_\_\_\_\_

Initial Request

Subsequent Request

Briefly describe why you feel you have adequate subject-matter knowledge to teach the requested subject(s).

Check the additional criteria upon which this petition is based. Attach appropriate evidence for each criterion checked.

College/university course work

Relevant on-the-job experience or previous teaching in the subject area

Relevant volunteer experience

Subject-matter examination

Demonstrated competency in the subject to be taught

Portfolio related to subject(s)

Relevant professional growth activities

Recommendations from other subject-matter specialists or experts

Other (specify) \_\_\_\_\_

Describe any other circumstances or criteria to be considered regarding this petition. Attach any documentation that helps to substantiate this information.

If approved, I consent to the assignment under EC §44258.3.

---

Teacher's signature

---

Date

If approved, the teacher will be assigned to teach the subject area(s) requested on the front page of this form.

---

Administrator's signature

---

Date

**Attachment A.2**

---

**East Bay Innovation Academy  
Assessment of Adequacy of Subject-Matter Knowledge**

*This form is to be used in assessing the adequacy of subject-matter knowledge of the subject(s) a teacher is petitioning to teach in a departmentalized setting, in kindergarten or in any of grades 1 through 12, in accordance with EC §44258.3.*

Teacher: \_\_\_\_\_ SSN: \_\_\_\_\_

Subject(s) being requested: \_\_\_\_\_

**Assessment Team Leader:** \_\_\_\_\_

**Assessment Team Members:**

\_\_\_\_\_  
\_\_\_\_\_

**Subject-Matter Specialist on Team/Consulted** \_\_\_\_\_

The following methods were used to determine the adequacy of subject-matter knowledge of the petitioning teacher (please circle elements considered):

Successful prior teaching of the subject

Successful completion of intensive professional development in the subject

Review of a portfolio containing evidence of demonstrated knowledge

Results of a semi-structured interview

Successful completion of college or university course work in the subject

Passage of an examination related to the course, grade level and state framework for the subject to be taught

Observation of the teacher in the subject and grade level currently being taught

Observation of a demonstration lesson in the subject to be taught at the grade level to be taught

Successful prior work experience in the content area

Proof of professional performance in the content area

Other (specify) \_\_\_\_\_

The results of the methods indicated on the first page of this form are as follows:

Based upon the assessments indicated, we recommend the following action:

**APPROVAL** of the petition based upon verification of adequate knowledge at a level justifying:

Clear verification

Approval with professional growth/support plan

**DISAPPROVAL** of the petition

The panel recommends that the following elements be included in the professional growth/support plan:

---

Assessment Team Leader's Signature

---

Date

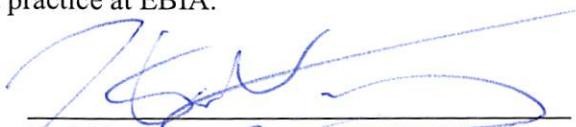
**SIDE LETTER BETWEEN  
EAST BAY INNOVATION ACADEMY  
AND  
EBIA TEACHERS ASSOCIATION**

**October 4, 2019**

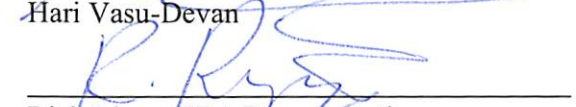
The East Bay Innovation Academy (“EBIA”) and Mr. Hari Vasu-Devan have determined that it would be mutually beneficial for Mr. Vasu-Devan to teach an additional section (Pre-calc, Period 2) in exchange for \$17,091.88 stipend. While the CBA does not yet articulate the Work Day for Upper School unit members in detail, EBIA recognizes the additional burden this arrangement would place on Mr. Vasu-Devan. In order to amicably resolve this irregularity, and without assigning fault to any Parties, EBIA and the EBIA Teachers Association (“ETA”) agree as follows:

1. Hari Vasu-Devan shall teach Pre-Calc during Period 2 during school year 2019-20, beginning Monday October 7, 2019.
2. Mr. Vasu-Devan will be compensated an additional \$17,091.88, to be evenly spread across remaining SY 19-20 pay periods.
3. EBIA and its unit members will file no grievances, unfair practice charges, or other causes of action relating to the issues that are the subject of this Agreement.
4. The Parties acknowledge and agree that this Agreement supersedes and takes the place of any side letter on the same subject matter previously executed by the parties. The parties further acknowledge and agree that this Agreement does not establish past practice at EBIA.

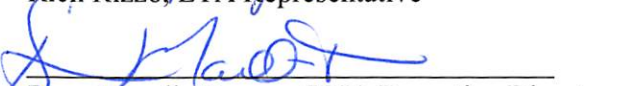
Date: 10/4/19

  
\_\_\_\_\_  
Hari Vasu-Devan

Date: 10/4/19

  
\_\_\_\_\_  
Rich Rizzo, ETA Representative

Date: 10-4-19

  
\_\_\_\_\_  
Dean Marolla-Turner, EBIA Executive Director

**SIDE LETTER BETWEEN  
EAST BAY INNOVATION ACADEMY  
AND  
EBIA TEACHERS ASSOCIATION**

**September 5, 2019**


The East Bay Innovation Academy (“EBIA”) and Mr. Calvin Ye have determined that it would be mutually beneficial for Mr. Ye to teach an additional section (Fitness, Period 5) in exchange for \$12,000 stipend. While the CBA does not yet articulate the Work Day for Upper School unit members in detail, EBIA recognizes the additional burden this arrangement would place on Mr. Ye. In order to amicably resolve this irregularity, and without assigning fault to any Parties, EBIA and the EBIA Teachers Association (“ETA”) agree as follows:

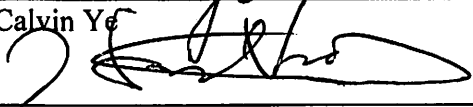
1. Calvin Ye shall teach Physical Education during Period 5 during school year 2019-20.
2. Mr. Ye will be compensated an additional \$12,000, to be evenly spread across pay periods. Upon execution, a true-up payment will be made to catch up for past pay periods.
3. EBIA and its unit members will file no grievances, unfair practice charges, or other causes of action relating to the issues that are the subject of this Agreement.
4. The Parties acknowledge and agree that this Agreement supersedes and takes the place of any side letter on the same subject matter previously executed by the parties. The parties further acknowledge and agree that this Agreement does not establish past practice at EBIA.

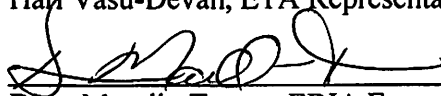
Date: 9-5-19

Date: 9/6/19

Date: 9-5-19

  
\_\_\_\_\_

Calvin Ye  
  
\_\_\_\_\_

Hari Vasu-Devan, ETA Representative  
  
\_\_\_\_\_

Dean Marolla-Turner, EBIA Executive Director

# Cover Sheet

## Board Member Changes

**Section:** II. Governance  
**Item:** B. Board Member Changes  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Brad Edgar Resume.pdf



## **Bradley L. Edgar, Ph.D.**

### **PROFESSIONAL EXPERIENCE**

#### **44 Energy Technologies, Inc., Oakland, California** **Chief Executive Officer, 2013 - Present**

Co-founder and CEO of 44 Energy Technologies. Responsible for general management of the company, business development, and leadership of consulting group.

44 Energy Technologies provides consulting services to commercialize energy, transportation, and environmental technologies. The 44 team has extensive experience with fuels, engines, emissions, and advanced powertrain technologies. In addition, 44 understands the role of government policy, regulation, and legislation as a driving force to bring technologies to market and generate significant opportunities. To that end, 44 can effectively advise clients on program development and implementation to capitalize on these opportunities.

The company provides consulting and contracting services including opportunity identification, grant and proposal writing, program management, building teams of contractors and experts, testing, and engineering analysis.

#### **Cleaire Advanced Emission Controls, LLC, San Leandro, California** **President and Chief Technology Officer, 2008-2013**

Technical leader for company that designed and manufactured state-of-the-art diesel emission retrofit systems for in-use diesel engines. Responsible for company's product strategy, development, and verification activities. Held lead role in marketing and business development.

Worked closely with regulators at the California Air Resources Board and the United States Environmental Protection Agency as in-use diesel regulations and incentive programs were developed.

Led the effort to create a number of public/private partnership programs to match funding sources with a recognized air quality reduction need. Acted as principal spokesperson to the media, governmental regulators, and end-user community.

Integral part of management team that moved the company from a start-up condition to more than 50 employees.

Recipient of 2010 CARB Haagen-Smit Award in the area of Science and Technology. The award is presented annually to recognize individuals for significant contributions toward improving air quality in the State of California.

#### **Cleaire Advanced Emission Controls, LLC, San Leandro, California** **Executive Vice-President and Chief Technology Officer, 2001-2008**

Founding member of Company, which started in 2001. Led team of highly skilled engineers and design experts in developing state of the art diesel engine aftertreatment systems. Conceptualized and implemented a plan to build a portfolio of products focused on truck, bus, and off-road equipment retrofit applications. Responsible for development, manufacturing, and marketing of products. Assembled an intellectual property portfolio of patents, trademarks, proprietary software, design concepts, and manufacturing processes. Guided successful efforts to achieve multiple product verifications through the California Air Resources Board's diesel emission control strategy programs.

**Ceryx Inc., Santa Paula, California**  
**Chief Technology Officer, 1999-2001**

Responsible for research, product development, and engineering focused on clean diesel technologies. Managed a staff of scientists, engineers, and technicians. Developed the QuadCAT 4-Way Catalytic Converter for emissions reduction from diesel engines. Directed intellectual property and proposal activity. Worked closely with a number of strategic partners and original equipment manufacturer (OEM) customers.

**Thermatrix Diesel Systems, Thermatrix Inc., San Jose, California**  
**Technical Director, Thermatrix Diesel Systems, 1997-1998**

Manager of technology for a subsidiary of Thermatrix Inc., an air pollution control equipment developer and manufacturer. Team leader of group responsible for the successful design of a patented product for treatment of volatile organic compounds (VOCs). Designed and built a unique, highly effective heat exchanger/oxidizer for treating small VOC and particulate streams. Managed joint project between Thermatrix and a major automotive supplier to develop a system for removal of soot and particulate from mobile and stationary diesel engines.

**Canary Air Company, Berkeley, California**  
**Founder, 1992-1997**

Founded the company in 1992. Managed a number of combustion, energy, and environmental projects. Developed several software products for the estimation of energy efficiency and emissions reduction improvements. Work included improving natural gas utilization for industrial applications, estimating air toxics emissions from industrial processes, including power and steam generation, and evaluating the benefits of power plant capital improvements.

**University of Stuttgart, Germany**  
**Post-Doctoral Researcher**

Research in the field of spray flame dynamics at the University of Stuttgart. Developed a partially evaporated, two-phase Bunsen burner to study the combustion characteristics of dilute sprays. Measured droplet size and velocity using phase doppler particle anemometry (PDPA) to support numerical modeling efforts.

**Southwest Research Institute**  
**Researcher, Intern**

Investigated the use of oxygenated compounds, such as dimethyl and diethyl ether, for use as ultra-clean diesel engine fuels. Measured autoignition delay in a constant volume combustion apparatus and developed fundamental chemical kinetic mechanisms to model the chemical processes of autoignition. The research lead to a Society of Automotive Engineers (SAE) paper that earned the 1999 Arch T. Colwell Merit Award for outstanding technical contribution.

**University of California, Berkeley, and University of Stuttgart, Germany**  
**Graduate Student Researcher and Instructor**

Investigated the use of oxygenated compounds, such as dimethyl and diethyl ether, for use as ultra-clean diesel engine and gas turbine fuels. Conducted experiments to measure emissions from a diesel engine fueled by dimethyl ether. Conducted experiments to measure emissions and flammability limits of premixed and non-premixed flames operating at elevated pressures to simulate gas turbine combustion.

Investigated a process for the removal of pollutants from a diesel engine. This process involved a technology called Selective Non-Catalytic Reduction, whereby oxides of nitrogen were reduced by adding diesel fuel and ammonia to the exhaust of an engine. The work led to a United States Patent.

Instructor for upper division Mechanical Engineering laboratory class. Developed and enhanced a curriculum to measure and analyze emissions and performance of a spark ignited engine. Added a specific teaching module for small two-stroke engines.

## **EDUCATION**

Ph.D., Mechanical Engineering, University of California, Berkeley, 1997

Emphasis in combustion, energy conversion, and air pollution

Thesis title: Dimethyl Ether and Other Oxygenated Fuels for Low Emission Diesel Engine Combustion

M.S., Mechanical Engineering, University of California, Berkeley, 1993

Thesis title: Selective Non-Catalytic Reduction Applied to Stationary Engines

B.S., Mechanical Engineering, University of California at Berkeley, 1990

## **AWARDS**

2010 Haagen-Smit Clean Air Award

2008 Clean Air Award for Technology/Research, Breathe California

2005 Environmental Award for Outstanding Achievement, U.S. EPA Region IX

1999 Arch T. Colwell Merit Award, Society of Automotive Engineers

1995 National Air and Waste Management Association Scholarship

1994 Jonathan Laitone Fluid Dynamics Award Winner, U.C. Berkeley

1992 National Air and Waste Management Association Scholarship

1992 Link Energy Foundation Fellowship Honorable Mention Award

1991 Oscar Gabelle Award for Achievement as a Student Athlete, U.C. Berkeley

## **PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS**

American Society of Mechanical Engineering

Society of Automotive Engineers

UC Berkeley Department of Mechanical Engineering Advisory Committee

The International Combustion Institute

## **PATENTS**

U.S. Patent 7,117,079, "Apparatus and Method for Simultaneous Monitoring, Logging and Controlling of an Industrial Process"

U.S. Patent 7,025,811, "Apparatus for Cleaning a Diesel Particulate Filter with Multiple Filtration Stages"

U.S. Patent 6,996,976, "Apparatus for Mounting a Device to a Pipe"

U.S. Patent 6,935,105, "Integrated apparatus for removing pollutants from a fluid stream in a lean-burn environment with heat recovery"

U.S. Patent 6,814,303, "Fluid-cooled mount for an injector"

U.S. Patent 6,532,339, "Device for thermally processing a gas stream, and method for same"

U.S. Patent 6,282,371, "Devices for reducing emissions, and methods for same"

U.S. Patent 6,015,540, "Method and apparatus for thermally reacting chemicals in a matrix bed"

U.S. Patent 6,003,305, "Method of reducing internal combustion engine emission, and system for the same"

U.S. Patent 5,989,010, "Matrix bed for generating non-planer reaction wave fronts, and method thereof"

U.S. Patent 5,547,650, "Process for Removal of Oxides of Nitrogen,"

## **PUBLICATIONS**

Edgar, B. Rumminger, M., Streichsbier, M., "A Framework for Evaluating Aftertreatment PM Control Strategies," SAE Paper 03FTT-88

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Page, D. L., MacDonald, R. J., Edgar, B. L., "The QuadCAT Four-Way Catalytic Converter: An Integrated Aftertreatment System of Diesel Engines," SAE Paper 992924

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# Cover Sheet

## Fall Baseline Data

**Section:** III. Academic Excellence  
**Item:** A. Fall Baseline Data  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 191010 A3K update as of 10-10.xlsx  
191010 ALEKS progress Sept to Oct 2019.xlsx  
MAP Baseline Fall 2019.xlsx

# Cover Sheet

## Review October Intersession Plan

**Section:** III. Academic Excellence  
**Item:** B. Review October Intersession Plan  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** LS Intersession Community Letter - Fall 2019.docx  
SY 19.20 Intersession Independent Study Application.docx  
US Intersession Community Letter - Fall 2019.docx



# Lower School Intersession - Fall 2019

## Empowering Week of Enrichment!

Fall Intersession at EBIA Lower School is an opportunity for students to learn the vibrant work of innovators in the Oakland local community and collaborate on STEAM (science, technology, engineering, arts, and math) projects. During intersession our “normal” academic program is paused and students complete programs with partner organizations and companies, applying their STEAM Innovator skills to real world problems.

### Logistics:

- Intersession Programs will run **October 28th through November 1st, Monday through Friday.**
- 8th grade students will participate in a week-long Intersession, and they will submit their preferences (first and second choice) during advisory for consideration. We will attempt to match all students according to preferences but no guarantees. 6th and 7th grade students will rotate through a different session each day, as they did in our previous Fall Intersessions.
- Daily schedule is as follows:
  - **9 am to 10 am:** Students will be preparing for the upcoming Personalized Learning Plan (PLP) meetings (student-led parent teacher conferences) in advisory.
  - **10 am to 3:30 pm:** Intersession Programs. Each grade will have a 45 minute lunch period, per usual.
  - **3:30 pm** - Students will be dismissed from their intersession projects for the day.
  - All projects will take place at EBIA, unless otherwise notified. **Pick up and drop off will be at EBIA.**
- There will be **no Quest during Intersession Week.** Quest for Trimester 1 ends on October 25th. Quest for Trimester 2 begins on November 6th.
- **November 4th and 5th are PLP conference days.** Please note, PLP conference days are **non-attendance days** for students. Advisors will schedule and hold PLP meetings with their advisory families.
- Regular classes will resume for the Second Trimester on November 6th.

### Applications: (Due to advisor by October 17th 2019)

- **EBIA Projects:** 8th grade students picking EBIA projects will complete their interest survey in advisory by October 17th in advisory and will learn of their assignments the following week.

### Volunteer Information: Families, we need you!

Volunteers are essential to the running of smooth and engaging intersession program. We are looking for families to support with transportation, program support and supervision.

#### Roles

- Supervision - Volunteer to help supervise and provide support around lunch breaks, support movement around project sites, and help to keep a low student to adult ratio in general.
- Drivers - Offsite adventures are only possible with additional drivers! Drop off and pick up are needed, or you are welcome to stay for the whole trip.

Please sign up [here](#), encourage your EBIA friends and family to support as well, and please reach out to our team with any questions or needs! Save the Date!! Our Pre-Intersession volunteer info session is at EBIA on Wednesday, October 23rd, from 6-7 PM. All volunteers are encouraged to attend.



**Project Overview\***

Project	Grade	Project Description
Lego Engineering	6, 8	Power up your engineering skills with Play-Well TEKnologies and tens of thousands of LEGO® parts! Apply real-world concepts in physics, engineering, and architecture through engineer-designed projects that reflect on climate change and gentrification.
Drumming	6-7	Rhythm and movement transcends language and culture to unite all! Students will learn and practice drumming techniques from different regions of the world in this course, presented by Get Empowered.
Improv	6-7	Build your improv skills with Berkeley Rep School of Theatre! Using theatre games, listening exercises, and narrative scenes, this physical workshop will improve your performance skills AND help you build more confidence to share your voice.
Mountain Biking	6-7	"Trips for Kids Marin returns for its second year of EBIA Intersession taking students into nature's classroom on the seat of a mountain bike! During our trail ride through Joaquin Miller Park we'll learn fundamental mountain bike skills and safety through engaging games, while we explore the beautiful Redwood forest in our backyard. Join us as we discover the magic of riding a bike through nature!"
Golf	6-7	Enjoy a one-day golf clinic to give our youth a thorough introduction to the sport, art and innovation of golf.
Acting	6-7	Get a taste of vocal training, play creation, improv during a one day workshop with Berkeley Rep.
Capoeira	6-7	Mindfulness and meditation exercises set the stage for experiences with Capoeira (Afro-Brazilian art form that blends dance, martial arts and acrobatics), world music and drumming, and creative modern choreography and movement.
Graffiti Arts	6-8	This class, powered by Hip Hop For Change, explores the origins of Hip Hop Graffiti Art and it's artistic influence on contemporary pop culture. The class review the works and styles of various popular graffiti artists whose work inspired both creativity as well as social and political change. Students will be creating a collective graffiti mural.
Making Comics	8	Students will learn about and practice the art and craft of comic book storytelling. They will learn the basics of drawing, writing, structure, and technique. Students will have the opportunity to read comics and create their own.
Mindfulness and Skateboarding	8	For those who are new to skateboarding and those who already love it alike, this program specializes in connecting the power of the sport to mindfulness practices. Days will alternate between learning the principles of what mindfulness is, how to use it in your daily life and building the mind-body connection through skating.
YearBook Media & Photography	6-8	Help us document the monumental moments of this Fall Intersession by being apart this years VIP media team.

\* Grade assignments subject to change.



# EBIA CONNECT

## Internship Application

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**Overview:** Fall and winter internships at EBIA Upper School are an opportunity for students to explore college and career readiness in STEAM (science, technology, engineering, arts, and math) fields. During intersession, our “normal” academic program is paused and students complete programs with partner organizations and companies, applying their STEAM Innovator skills to real world problems. Upper School students participate in workplace based internships, social entrepreneur workshops, or self-directed research projects. Independent internship students will present on their experience in a final report submitted to the Head of School.

\*Students participating in Internship Independent Study Projects will not attend EBIA on-campus activities during Intersession. They are therefore responsible for completion of their PLP.

**\*\*Application is due to the Main Office by October 17th, 2019 (extended from Oct. 11th)\*\***

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Student Email:** \_\_\_\_\_

**Proposed Independent Internship Title:** \_\_\_\_\_

**Proposed Independent Internship Organization Name:** \_\_\_\_\_

**Internship Full Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Briefly describe the work of this organization.**

**What interests you about this organization and this work?**



**What are your future career goals?**

**How is this work related to your future career goals?**

**Some students have a background, identity, interest, or talent that is meaningful to them and connected to the work they are interested in doing for this intersession. If this sounds like you, then please share your story.**

**List 3 goals for your Intercession Independent Study: (Fill out all three)**

**Goal #1**

**Goal #2**

**Goal #3**



**Describe in detail the work that you will be doing while at your independent study placement:**

**Describe in detail how you will report out and document your internship (e.g. blog, paper, etc.):**

**Transportation Plan - How will you get to and from your internship on time?**

## Student Internship Contract

*I agree to do my best for the company/organization employing me and behave in a professional manner that will reflect well upon the employer, East Bay Innovation Academy, and me. I agree to discuss any work-related problems or concerns with my Advisor, or Ms. Krugman. I agree to submit a final report to my advisor and Ms. Krugman. I also agree to complete and submit my post-Internship evaluation within two weeks of completion of the internship.*

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## To Parent/Guardian



1. Your child is eligible to participate in this program from this school and internship location indicated above. No teachers will accompany your child. Signature below signifies that the student and parent/guardian agree that the student is to go and return on the transportation indicated in this form. The school will not provide transportation for this project.
2. Anticipated end time indicates the time at which we expect the student to return home. If necessary, parents should arrange to meet their child at this time. Teachers and employees of the Internship location cannot be responsible for seeing that the student has a means of getting home from the Internship location.
3. Your child will participate in an unpaid internship at the named location, which will be considered complete upon 30 hours of participation. Students will also complete a final report and evaluation, turned in to their Advisor AND the Intersession Manager within one week of the end of their internship.
4. **STUDENTS WILL NOT BE PERMITTED TO WORK AT THE PLACE OF INTERNSHIP UNLESS THIS FORM IS SIGNED BY THE PARENT OR GUARDIAN, WITH SUCH SIGNATURE TO SIGNIFY PARENTAL APPROVAL.**

I, as a parent-guardian, understand that by permitting my child to participate in this internship, I have waived all claims against the District (its employees), the Company hosting this internship as indicated above (its employees) or the State of California for injury, accident, illness, or death occurring during or by reason of the internship (*Education Code 35330*).

My signature below indicates that the above-named student has my permission to attend the internship as outlined above and per the aforementioned conditions stated above.

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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I (circle one) **STRONGLY** **MODERATELY** **DO NOT** recommend the above student for the above internship and agree to check in with student about submitting their post internship evaluation within two weeks of completing their internship.

**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## TO BE COMPLETED BY INTERNSHIP SUPERVISOR



Student First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Proposed Independent Internship Organization: \_\_\_\_\_

Internship Full Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Supervisor's Email Address: \_\_\_\_\_

The Internship Employer agrees to provide an internship experience that is both educational and mutually beneficial for the student and the business. The Internship Employer will provide a direct supervisor for the student internship and complete a short final evaluation within one week of completion of the internship. The employer agrees to the terms of the contract listed below.

Work Schedule- Hours/Day

Include dates and hours student is scheduled to participate. A minimum of 30 hours are required to be completed during Intersession.

Mon\_\_\_\_\_ Tues\_\_\_\_\_ Wed\_\_\_\_\_ Thurs\_\_\_\_\_ Fri \_\_\_\_\_

Students may not work before 5 AM or past 12:30 AM, are not permitted to drive company vehicles, and may not work at a location other than the one listed on this contract without prior permission. (For a complete copy of child labor laws please contact the State of California, Department of Industrial Relations). Students are required to immediately report any violations to the Head of School Dean Marolla-Turner (dean.marolla-turner@eastbayia.org)

Location/Company Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Terms of Contract

The goal of the Internship Program is to provide East Bay Innovation Academy students with opportunities to explore college and career readiness in STEAM (science, technology, engineering, arts, and math) fields. During internship, students complete programs with partner organizations and companies, applying their

*STEAM Innovator skills to real world problems. Students have a chance to work at a business which is mutually beneficial for both the student and the sponsoring organization.*

### Student Intern

1. The student will complete a minimum of 30 hours of internship work.
2. The student is responsible for transportation to and from the internship site.
3. The student will be responsible to the internship Business Site as are other employees of the business.
4. All students must complete and submit their post-internship evaluation to their Advisor within two weeks of completion of their internship.

### Internship Employer

1. The internship Employer is responsible for the actions of the student, just as it is for other employees of the business.
2. During the minimum 30-hour internship, the student will accomplish the following work objectives
  - a.
  - b.
  - c.
3. The internship Employer will be asked to complete a post-internship evaluation within one week of completion of the internship. Your answers will help EBIA evaluate the program and the impact on student participants.

We, the undersigned, understand the purpose and procedures involved in the EBIA internship Program, and agree to abide by the conditions specified under the terms of this document.

**Location/Company Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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### Timesheet

**Student Name:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_

**Placement(s):** \_\_\_\_\_

East Bay Innovation Academy 3400 Malcolm Avenue Oakland, CA 94605 info@eastbayia.org 510-577-9557





Date	Start Time	End Time	# of Hours	Supervisor	Task(s)
10.28.19					
10.29.19					
10.30.19					
10.31.19					
11.1.19					
<b>Total Number of Hours Worked</b>				<b>Supervisor Signature</b>	

**Note: The minimum number of hours required for credit is 30.**

**Project Report Out Type:** Social Media / Written Report / Slideshow / Video

**Submitted to Head of School:** email / hand delivery on \_\_\_\_\_ (date)



# Upper School Intersession - Fall 2019

## Empowering Week of Enrichment!

Fall Intersession at EBIA Upper School is an opportunity for students to explore college and career readiness in STEAM (science, technology, engineering, arts, and math) fields. During intersession our “normal” academic program is paused and students complete programs with partner organizations and companies, applying their STEAM innovator skills to real world problems.

### Logistics:

- Students will submit their project preferences/application to their advisor by **Oct. 17th**, and will receive their project assignments via email the following week.
- Students will select an intersession program for the full week. All 11th and 12th grade students will be assigned the college and career readiness programs unless completing independent study.
- Projects will run **October 28th through November 1st, Monday through Friday**. There is no afterschool programming during this week.
- Daily Schedule is as follows:
  - **8:30 - 9:30am** - Students will be in advisory completing Personalized Learning Plan (PLP) preparation.
  - **9:30am - 3:45pm** - Students will be in their selected intersession projects, with a 45 min. lunch period.
  - **3:45pm** - Students will be dismissed from their intersession projects for the day.
- All projects will take place at EBIA, unless otherwise notified. Therefore, **pick up and drop off will be at EBIA**.
- **November 4th and 5th are PLP conference days**. Please note, PLP conference days are **non-attendance days** for students. Advisors will schedule and hold PLP meetings with their advisory families.
- Regular classes will resume for the Second Trimester on November 6th.

### Applications: (Due to advisor by October 17th 2019)

- **EBIA Projects:** Students picking EBIA projects will complete their interest survey in advisory.
- **[EBIA Connect Independent Study Learnership Application](#)** - For those students wishing to complete an independent study internship, please complete the attached form and submit to your advisor. Please note, earlier deadline of 11th is extended to the 17th.

### Volunteer Information:

Volunteers are essential to the running of smooth and engaging intersession program. We are looking for families to support with transportation, program support and supervision. We would love to see you with our students during intersession!

### Roles

- Supervision - Like being with youth but don't have an expertise in the project area? Volunteer to help supervise and provide support around lunch breaks, support movement around project sites, and help to keep a low student to adult ratio in general.
- Logistics - Have a strength in project management and organization? Volunteer to help support logistics and support tasks such as drivers, lunch delivery, materials management and communication.

Please sign up [here](#), encourage your EBIA friends and family to support as well, and please reach out to our team with any questions or needs! Save the Date!! Our Pre-Intersession volunteer info session is at EBIA Lower

School (3400 Malcolm Ave. Oakland, CA 94605) on Wednesday October 23th, from 6-7 PM. All volunteers are encouraged to attend.

## Project Overview

Project	Grade Level	Location and Time	Project Description
Beat Making	9-10	Upper School - Full Day	In this exciting and engaging class students will learn the basics of Hip Hop beat making, starting with the history of Hip Hop and DJing and how it has influenced ALL of today's digital music. Students will review different well known Hip Hop producers and their techniques for making beats and digital music production. Each student will make their own beat, which will then be used by fellow classmates to record rap songs.
EBIA StartUp	9-10	Upper School - Full Day	Start your own company. Students will design, develop, and pitch to judges a 'new, unique, innovative product or service' to solve specific design challenges in connection with the World Series of Innovation Competition and the Network for Teaching Entrepreneurship.
Mindfulness and Skateboarding	9-10	Upper School - Full Day	For those who are new to skateboarding and those who already love it alike, this program specializes in connecting the power of the sport to mindfulness practices. Days will alternate between learning the principles of what mindfulness is, how to use it in your daily life and building the mind-body connection through skating. This class will include a site visit to the Rob Skate Academy West Oakland Facility.
Performance Lab	9-10	Upper School - Full Day	Performance Lab is a program in which students create plays that are rooted in a particular topic or theme as identified by the classroom teacher, such as a required novel, a historical period, or a theme inspired by one of Berkeley Rep's productions. Through interactive exercises, students are taught practical theatre skills such as acting, script analysis, and character development.
SAT Prep	11	Upper School - Half Day	For two hours each day, 11th grade students will work with an onsite SAT test prep tutor from Achieve Learning to prepare for their upcoming SAT administration.
College Readiness	11	Upper School - Half Day	Run by EBIA School Counselor, Brandi Bellamy, this program provides our 11th grade students with hands-on college readiness instruction. Topics will include: interview and resume preparation, building a college list, and understanding the college admission process.
Independent Learnership	9-11	Student Arranged - Full Day	Student arranged independent study projects. Intern or volunteer with a company or organization. Requirement of at least 30 hours. Link to application, and application requirements, are provided above.
Applications & Planning	12	Upper School - Full Day	Master the college application process with director of college readiness and former highly selective admissions officer, Alix Coupet. Students will be working on completing their FAFSA, community college, CSU, UC, and private and out-of-state school applications.



# Cover Sheet

## Staff Intercession Plan - Lower and Upper Schools

**Section:** III. Academic Excellence  
**Item:** C. Staff Intercession Plan - Lower and Upper Schools  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** PD overview for board meeting 10-14-19.pptx

# EBIA PD Overview

For presentation to board 10/14/19

# Instruction

Goals/Priorities	Needs	PD Plan
<ul style="list-style-type: none"> <li>• Close Achievement Gaps                             <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Math Procedural Fluency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What: Consistent, effective, differentiated instruction embedded in PBL structure to fill gaps</li> <li>• Who: Students of Color, IEP, FRL, EL</li> </ul>	<ul style="list-style-type: none"> <li>• Data Convo – Who is falling through the cracks, where, why?</li> <li>• Present 3-4 strategies and pick 1-2 to use school-wide</li> <li>• Implementation plan within future projects</li> </ul>
<ul style="list-style-type: none"> <li>• Clear and Consistent expectations and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• What: Shared understanding and implementation strategies with common rubrics</li> <li>• Who: Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Calibration of Common Rubrics using student work samples or videos</li> <li>• Shared strategy co-development</li> </ul>

# Culture and Climate

Goals/Priorities	Needs	PD Plan
<ul style="list-style-type: none"> <li>Continue on solid start of year to build positive school culture and climate. In classrooms, lunch, and extra-curriculars</li> </ul>	<ul style="list-style-type: none"> <li>US/LS – Improved understanding and communication with students and families</li> <li>LS – Proactive Response to Bullying and social media</li> <li>US – Building school spirit and student leadership</li> </ul>	<ul style="list-style-type: none"> <li>US/LS – Implicit Bias Training</li> </ul>



# WASC

Goals/Priorities	Needs	PD Plan
<ul style="list-style-type: none"> <li>• Highlight strengths in all areas of WASC report</li> <li>• Show evidence of growth in key areas highlighted in last year's report</li> </ul>	<ul style="list-style-type: none"> <li>• Key areas to show growth:                             <ul style="list-style-type: none"> <li>• Evidence of rigorous projects</li> <li>• Evidence of growth in using data to inform instruction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 3 hours in Chapter Groups</li> <li>● 3 hours in Self-Study Groups</li> </ul>

# Measure N

Goals/Priorities	Needs	PD Plan
<ul style="list-style-type: none"> <li>• Show that in-depth understanding and vision for Linked Learning at US is shared amongst all staff</li> <li>• Clear articulation of plan for next year to include all students in pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Support – Consultant and school models to base pathway upon</li> <li>• Build shared understanding and buy-in</li> <li>• Plan crafted in a way that satisfies the needs of both the measure N committee and our charter</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings with committee</li> <li>• Study linked learning</li> <li>• Visit model schools (Unity High, San Diego, others?)</li> <li>• Identify consultant</li> <li>• Consider small tweaks and larger changes to course content and sequences</li> <li>• Write proposal and get feedback from Joanna</li> </ul>

# Cover Sheet

## Local Performance Indicators for CA Dashboard

**Section:** III. Academic Excellence  
**Item:** E. Local Performance Indicators for CA Dashboard  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Dashboard 191008.pdf  
Self Reported Information to CA Dashboard.docx



Welcome, East Bay Innovation Academy!

Home

Optional Narrative

Help Desk

Logout

Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

# Self-Reflection Tool (Priority 1) – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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 appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

**Standard:** Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

**Instructions:** Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \***

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

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.

Text limit is 1500 characters

**Date taken to local governing board:**

\*

10/14/2019

[Submit Responses](#)

[Clear Submission](#)

Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

California Department of Education  
1430 N Street  
Sacramento, CA 95814



California School DASHBOARD (http://www.cde.ca.gov/)



California Department of EDUCATION

Welcome, East Bay Innovation Academy!

Home

Optional Narrative

Help Desk

Logout

Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

# 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 at a regularly scheduled meeting of the local governing board and to stakeholders 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 at a regularly scheduled meeting 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

Text is limited to 3000 characters

# 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

**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

## 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.

Text limit is 1500 characters

**Date taken to local governing board:**

\*

10/14/2019

Submit Responses    Clear Submission

Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

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<b>Priorities</b>
Priority 1 ✓
Priority 2 ✓
Priority 3 ✓
Priority 6 ✓
Priority 7 ✓

# Self-Reflection Tool (Priority 3) – Parent 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 measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders 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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice 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. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform 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

## Building Relationships

**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

5 – Full Implementation and Sustain

**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

5 – Full Implementation and Sustain

**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

## 5 – Full Implementation and Sustain

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

Building relationships begins with our initial school tours and information sessions for prospective families during recruitment season.

Once families are enrolled, they meet with Director of Enrollment and site admin for intake conference. Parents are invited to school on a regular basis for beginning of the year family pot luck night, monthly workshops, Donuts with the Principal, Student the Month and Honor roll celebrations, Student work/project expos.

We continue to work hard and develop new strategies too increase attendance at all these events.

Text is limited to 3000 characters

## 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

## 5 – Full Implementation and Sustain

**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 Sustain

**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

5 – Full Implementation and Sustain

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

Each trimester all parents are invited to attend their child's presentation of PLP/Student led conference.

Text is limited to 3000 characters

## 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

5 – Full Implementation and Sustain

**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

5 – Full Implementation and Sustain

**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

5 – Full Implementation and Sustain

**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

5 – Full Implementation and Sustain

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. \*

We have included parents in Charter petition renewal process, WASC accreditation process, Measure N and G1 process, LCAP process.

Text is limited to 3000 characters

Date taken to local governing board:

\*

10/14/2019

Submit Responses

Clear Submission

Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

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1430 N Street  
Sacramento, CA 95814



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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

## Self-Reflection Tool (Priority 6) – School Climate

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 school climate (Priority 6).

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

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

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

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

Text is limited to 3000 characters

We have utilized School Climate Assessment Instrument (SCAI) for our parents, students, and staff. Areas of strength, (highest rating feeling of safety, pride in student work, logical consequences over punishment, cooperative learning communication with community, climate of inclusion. Areas of growth/for continuous improvement community attendance at school events, zero tolerance for put downs, staff feels valued, consistent the school is the best, effective teaching and management strategies for sped.



## Criteria:

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

Text is limited to 1500 characters

**Date taken to local governing board:**

\*

10/14/2019

[Submit Responses](#)

[Clear Submission](#)

Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

# 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 at regularly scheduled meetings of the local governing board and to stakeholders 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 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.

All students are on track for an A-G diploma, including Sped.

Text is limited to 3000 characters

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.

CORE data shows that 74% of students met or exceeded standards in ELA based upon CAASPP, with a growth percentile of 67%, 50% of students met or exceeded standards in Math based upon CAASPP, with growth percentile of 96%.

Text is limited to 3000 characters

**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.**

EL students need more support to show growth

Text is limited to 3000 characters

**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?**

Implemented EL support class for our EL students.

Text is limited to 3000 characters

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 (<https://data1.cde.ca.gov/dataquest/page2.asp?Level=District&subject=Course>).

## Criteria:

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.**

Text is limited to 1500 characters

**Date taken to local governing board:**

\*

10/14/2019

Submit Responses    Clear Submission

Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

California Department of Education

Prior to finalizing this information in the CA Dashboard, the information must be reported at an LEA's regularly scheduled governing board meeting.

The information presented to the governing board will be used to complete the self-reflection tool. The performance standards for the local performance indicators are:

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

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

**Implementation of State Academic Standards (LCFF Priority 2)**

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

**Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

**School Climate (LCFF Priority 6)**

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

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

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

# Cover Sheet

## SPED Program - update on Process, Tools and Compliance

**Section:** III. Academic Excellence  
**Item:** G. SPED Program - update on Process, Tools and Compliance  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 191010 Sped data for Board meeting.xlsx  
191011 SPED updates .docx



## SPED UPDATES

### Overall:

- SEIS Training 101 - New Educational(Ed.) Specialists attended a SELPA training in September.
- Director of Student Support Services facilitated all IEPs at the Upper School while Assistant Director of Student Support Services was on vacation. Allowed time to train new Ed. Specialist.
- Director of Student Support Services has facilitated all of the IEPs for the new Ed. Specialist at Lower School.

### Lower School (LS):

- Ed. Specialists have reviewed and organized all files.
- Scanner is working now. It will be moved into the Music Room soon so that Ed. Specialist's can start uploading IEP paperwork.
- Special Ed team has met with Instructional Assistants to make sure they understand the importance of tracking service minutes.
- Director of Student Support Services is supporting both Ed. Specialists in writing compliant IEPs. (initial IEPs, tracking progress on goals)

### Upper School (US):

- Director of Student Support Services continues to help new Ed. Specialist manage caseload and facilitate IEP meetings.
- Pull out support classes that we are offering this year are really helping our students. They are getting the extra time and support they need.
- Assistant Director of Student Support Services is training, assisting, and monitoring new Ed. Specialist ensuring compliant IEPs (incl. SMART goals, service pages, progress reporting)

### CalPADs Merge:

- SEIS Error report has been uploaded. Many corrections have been made, but it is not reflected in the updated report. SELPA thinks that there are corrections being made in CalPADs, which is not allowing us to get an updated report. Director of Student Support Services will work with SELPA to make all the corrections.

### Next steps:

- LS - Director of Student Support Services will continue to support Ed. Specialists in writing compliant and legally defensible IEPs.
- LS - Ed. Specialists and School Psychologist will start scanning and uploading consent pages and reports into SEIS soon.
- Recommended Trainings for Ed. Specialists: accommodations, write manageable goals, progress tracking, transition plans

# Cover Sheet

## 2019-2020 EBIA Student Population Profile

**Section:** III. Academic Excellence  
**Item:** H. 2019-2020 EBIA Student Population Profile  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** EBIA\_19-20 student profile\_Oct 2019.pdf



# EBIA Student Profile

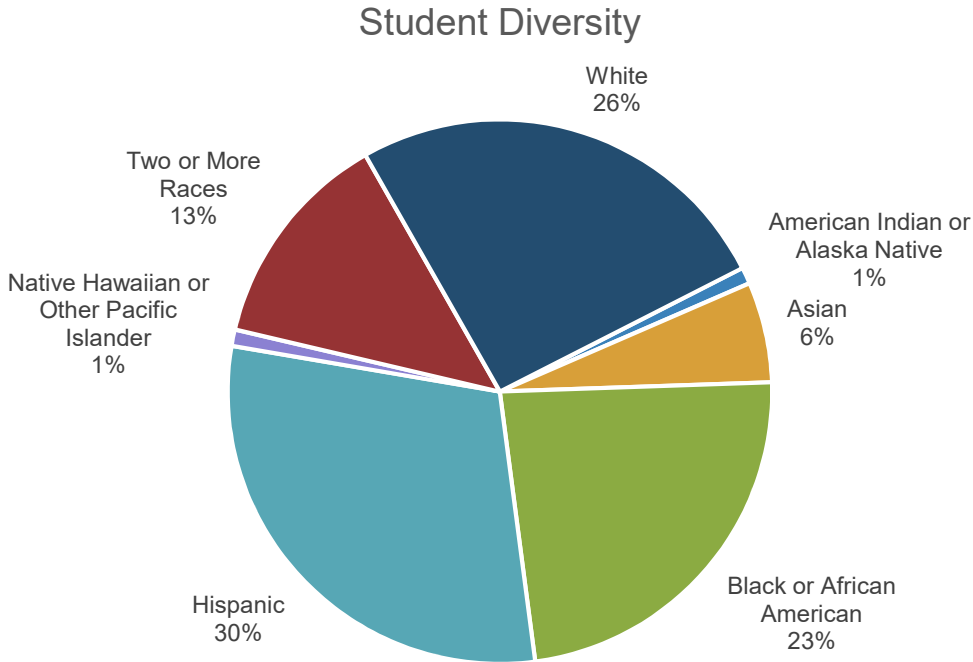
## FY 2019-20

EBIA, Oct. 2019



# Preliminary 19-20 snapshots

Grade	Enrollment			Total
	Female	Male		
6	65	70		135
7	64	57		121
8	45	65		110
9	29	50		79
10	28	50		78
11	23	38		61
12	9	25		34
<b>TOTAL</b>	<b>263</b>	<b>355</b>		<b>618</b>



**FRL: 30%**

**EL: 6%**



# Cover Sheet

## Draft 18-19 Audited Financials

**Section:** IV. Finance and Development  
**Item:** A. Draft 18-19 Audited Financials  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 6.30.19 EBIA Audited FS Draft 10.10.19.pdf

**EAST BAY INNOVATION ACADEMY**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2019**

Tentative -  
For discussion purposes only  
Subject to revision

**EAST BAY INNOVATION ACADEMY  
TABLE OF CONTENTS  
YEAR ENDED JUNE 30, 2019**

<b>INDEPENDENT AUDITORS' REPORT</b>	<b>1</b>
<b>BASIC FINANCIAL STATEMENTS</b>	
<b>STATEMENT OF FINANCIAL POSITION</b>	<b>3</b>
<b>STATEMENT OF ACTIVITIES</b>	<b>4</b>
<b>STATEMENT OF CASH FLOWS</b>	<b>5</b>
<b>STATEMENT OF FUNCTIONAL EXPENSES</b>	<b>6</b>
<b>NOTES TO FINANCIAL STATEMENTS</b>	<b>7</b>
<b>SUPPLEMENTARY INFORMATION</b>	
<b>LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE</b>	<b>13</b>
<b>SCHEDULE OF INSTRUCTIONAL TIME</b>	<b>14</b>
<b>SCHEDULE OF AVERAGE DAILY ATTENDANCE</b>	<b>15</b>
<b>RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED     FINANCIAL STATEMENTS</b>	<b>16</b>
<b>NOTES TO SUPPLEMENTARY INFORMATION</b>	<b>17</b>
<b>INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i></b>	<b>18</b>
<b>INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE</b>	<b>20</b>
<b>SCHEDULE OF FINDINGS AND QUESTIONED COSTS</b>	<b>22</b>
<b>SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS</b>	<b>23</b>



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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
East Bay Innovation Academy  
Oakland, California

### Report on the Financial Statements

We have audited the accompanying financial statements of East Bay Innovation Academy (the Academy), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

### *Management's Responsibility for the Financial Statements*

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

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors  
East Bay Innovation Academy

**Opinion**

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Academy as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters**

*Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

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

**CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

**EAST BAY INNOVATION ACADEMY  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2019**

**ASSETS**

**CURRENT ASSETS**

Cash and Cash Equivalents	\$ 181,425
Accounts Receivable - Federal and State	975,343
Accounts Receivable - Other	19,659
Prepaid Expenses and Other Assets	<u>73,034</u>
Total Assets	<u><u>\$ 1,249,461</u></u>

**LIABILITIES AND NET ASSETS**

**CURRENT LIABILITIES**

Accounts Payable and Accrued Liabilities	\$ 567,955
Revolving Loan Payable, Current Portion	<u>50,008</u>
Total Current Liabilities	617,963
Total Liabilities	<u>617,963</u>

**NET ASSETS**

Without Donor Restrictions	591,540
With Donor Restrictions	<u>39,958</u>
Total Net Assets	<u>631,498</u>
Total Liabilities and Net Assets	<u><u>\$ 1,249,461</u></u>

See accompanying Notes to Financial Statements.

**EAST BAY INNOVATION ACADEMY  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2019**

	Without Donor Restrictions	With Donor Restrictions	Total
<b>REVENUES</b>			
State Revenue:			
State Aid	\$ 3,290,679	\$ -	\$ 3,290,679
Other State Revenue	996,881	3,748	1,000,629
Federal Revenue:			
Grants and Entitlements	370,179	-	370,179
Local Revenue:			
In-Lieu Property Tax Revenue	1,362,254	-	1,362,254
Contributions	195,503	-	195,503
Interest Income	2	-	2
Other Local Revenue	161,231	36,210	197,441
Other Revenue	98,917	-	98,917
Total Revenues	<u>6,475,646</u>	<u>39,958</u>	<u>6,515,604</u>
<b>EXPENSES</b>			
Program Services	5,959,511	-	5,959,511
Management and General	420,535	-	420,535
Fundraising	6,313	-	6,313
Total Expenses	<u>6,386,359</u>	<u>-</u>	<u>6,386,359</u>
<b>CHANGE IN NET ASSETS</b>	89,287	39,958	129,245
Net Assets, Beginning of Year	<u>502,253</u>	<u>-</u>	<u>502,253</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 591,540</u>	<u>\$ 39,958</u>	<u>\$ 26,435,424</u>

See accompanying Notes to Financial Statements.



**EAST BAY INNOVATION ACADEMY  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2019**

**CASH FLOWS FROM OPERATING ACTIVITIES**

Change in Net Assets	\$ 129,245
Adjustments to Reconcile Change in Net Assets to Net Cash Used by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable - Federal and State	(434,611)
Accounts Receivable - Other	(3,654)
Prepaid Expenses and Other Assets	(28,345)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	235,063
Deferred Revenue	(50,000)
Net Cash Used by Operating Activities	<u>(152,302)</u>

**CASH FLOWS FROM FINANCING ACTIVITIES**

Repayments of Debt	<u>(49,998)</u>
Net Cash Used by Financing Activities	<u>(49,998)</u>

**NET CHANGE IN CASH AND CASH EQUIVALENTS**

(202,300)

Cash and Cash Equivalents, Beginning of Year

383,725**CASH AND CASH EQUIVALENTS, END OF YEAR**\$ 181,425**SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION**

Cash Paid for Interest	<u><u>\$ 3,927</u></u>
------------------------	------------------------

See accompanying Notes to Financial Statements.

**EAST BAY INNOVATION ACADEMY  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2019**

	<u>Program Services</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>Total Expenses</u>
Compensation and related expenses				
Salaries - Certificated	\$ 2,716,516	\$ 39,058	\$ -	\$ 2,755,574
Salaries - Classified	561,219	44,500	-	605,719
Employee Benefits	792,499	12,475	-	804,974
Books and Supplies	382,003	13,650	-	395,653
Travel and Conferences	1,086		-	1,086
Dues and Memberships	12,449		-	12,449
Operation and Housekeeping Services	136,373	15,628	-	152,001
Rental, Leases, and Repairs	370,405	63,647	-	434,052
Communications	23,346	255	-	23,601
Professional/ Consulting Services and Operating Expenditures	963,615	184,885	6,313	1,154,813
Direct Support/Indirect Cost Charges	-	46,437	-	46,437
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Total	<u>\$ 5,959,511</u>	<u>\$ 420,535</u>	<u>\$ 6,313</u>	<u>6,386,359</u>

See accompanying Notes to Financial Statements.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

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

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

**Cash and Cash Equivalents**

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

**Use of Estimates**

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

**Basis of Accounting**

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

**Functional Allocation of Expenses**

Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

**Basis of Presentation**

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

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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

**Net Asset Classes**

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

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve and board-designated endowment.

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

We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

**Accounts Receivables**

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2019. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

**Property Taxes**

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

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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

**Compensated Absences**

Accumulated unpaid employee vacation benefits are recognized as a liability of the Academy. The entire compensated absences liability is reported on the statement of financial position. Employees of the Academy are paid for days or hours worked based upon Board approved schedules which include vacation. Sick leave is accumulated however, not paid out. Certificated unionized staff receive 10 days of sick leave at the beginning of the year per union contracts. Non-certified hourly staff eligible for sick days are accrued at 1 hour per 30 hours worked.

**Revenue Recognition**

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

**Contributions**

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Income Taxes**

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

**Change in Accounting Principle**

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The Academy has implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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

**Subsequent Events**

The Academy has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for a total amount of \$1,176,427. As part of our liquidity management plan, we invest cash in excess of daily requirements in short-term investments, CDs, and money market funds, and have a \$70,000 line of credit with Wells Fargo Bank for needs beyond our available cash flow.

**NOTE 3 CONCENTRATION OF CREDIT RISK**

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

**NOTE 4 LONG-TERM DEBT**

**California Department of Education**

The Academy received a revolving loan from the California Department of Education (CDE) in the amount of \$250,000. The loan requires annual principal payments of \$50,000. The loan has a term of five years and carries an interest rate of 0.24%. Annual payments of principal and interest are deducted from the Academy's apportionment.

The loan repayment by year is as follows:

<u>Year Ending June 30,</u>	
2020	50,008
Total	<u>\$ 50,008</u>

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 5 EMPLOYEE RETIREMENT**

**Multi-Employer Defined Benefit Pension Plans**

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

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

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

Plan Description

The Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS.

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2018, total plan net assets are \$225 billion, the total actuarial present value of accumulated plan benefits is \$374 billion, contributions from all employers totaled \$4.9 billion, and the plan is 64% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

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

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2019 was 16.28% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

**EAST BAY INNOVATION ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**NOTE 4 EMPLOYEE RETIREMENT (CONTINUED)****State Teachers' Retirement System (STRS) (Continued)**

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

<u>Year Ending June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2017	\$ 217,630	100%
2018	\$ 287,012	100%
2019	\$ 428,671	100%

**NOTE 5 CONTINGENCIES**

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

**NOTE 6 FUNCTIONALIZED EXPENSES**

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. **The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.**

**NOTE 7 LINE OF CREDIT**

The Academy has a revolving line of credit with Bank of America for \$70,000 that carries an interest rate of XX%. There was no balance as of June 30, 2019.

**NOTE 8 NET ASSETS WITH DONOR RESTRICTIONS**

As of June 30, 2019 the Academy had the following net assets with donor restrictions:

Subject to Expenditure for Specific Purpose:	
Low Performing Students Block Grant	\$ 3,748
Measure N	36,210
Total Net Assets With Donor Restrictions	<u>\$ 39,958</u>



**SUPPLEMENTARY INFORMATION**

Tentative -  
For discussion purposes only  
Subject to revision

**EAST BAY INNOVATION ACADEMY  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
YEAR ENDED JUNE 30, 2019**

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

Charter School number authorized by the State: 1620

The Board of Directors and the Administrator as of the year ended June 30, 2019 were as follows:

**BOARD OF DIRECTORS**

<u>Member</u>	<u>Office</u>	<u>Term Expires (3 year term)</u>
Shelley Benning	Board Chair / Co-Founder	August 2019
Laurie Jacobson Jones	Vice Chair and Treasurer / Co-Founder	August 2019
Kelly Garcia	Secretary	August 2019
Ken Berrick	Board Member	October 2017
Saamra Mekuria-Grillo	Board Member	October 2020
Kimberly Smith	Board Member	Emeritus

**ADMINISTRATORS**

Devin Krugman	Head of School
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**EAST BAY INNOVATION ACADEMY  
SCHEDULE OF INSTRUCTIONAL TIME  
YEAR ENDED JUNE 30, 2019**

	Instructional Minutes		Traditional Calendar Days	Status
	Requirement	Actual		
Grade 6	54,000	56,910	184	In compliance
Grade 7	54,000	56,910	184	In compliance
Grade 8	54,000	56,910	184	In compliance
Grade 9	64,800	71,385	184	In compliance
Grade 10	64,800	71,385	184	In compliance
Grade 11	64,800	71,385	184	In compliance

Tentative -  
For discussion purposes only  
Subject to revision

**EAST BAY INNOVATION ACADEMY  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
YEAR ENDED JUNE 30, 2019**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades 4-6	107.99	107.99	108.33	108.33
Grades 7-8	235.67	235.67	235.35	235.35
Grades 9-12	184.29	189.92	181.74	187.35
ADA Totals	<u>527.95</u>	<u>533.58</u>	<u>525.42</u>	<u>531.03</u>

Tentative -  
For discussion purposes only  
Subject to revision

**EAST BAY INNOVATION ACADEMY  
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH  
AUDITED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2019**

There were no differences between the unrestricted net assets reported on the June 30, 2019 Annual Financial Report and the audited fund balances (net assets).

Tentative -  
For discussion purposes only  
Subject to revision

**EAST BAY INNOVATION ACADEMY  
NOTES TO SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2019**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

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

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

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

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

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



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

Board of Directors  
East Bay Innovation Academy  
Oakland, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of East Bay Innovation Academy (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

**Internal Control Over Financial Reporting**

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

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

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

Board of Directors  
East Bay Innovation Academy

### **Compliance and Other Matters**

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

### **Purpose of this Report**

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

### **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE





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**INDEPENDENT AUDITORS’ REPORT ON STATE COMPLIANCE**

Board of Directors  
 East Bay Innovation Academy  
 Oakland, California

We have audited East Bay Innovation Academy’s (the Academy) compliance with the types of compliance requirements described in the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2019. The Academy’s state compliance requirements are identified in the table below.

**Management’s Responsibility**

Management is responsible for the compliance with the state laws and regulations as identified below.

**Auditors’ Responsibility**

Our responsibility is to express an opinion on the Academy’s compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academy’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academy’s compliance.

**Compliance Requirements Tested**

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

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not applicable
Before/After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

Board of Directors  
East Bay Innovation Academy

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No <sup>1</sup>
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

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<sup>1</sup> Nonclassroom ADA was under the threshold that requires testing.

**Opinion on State Compliance**

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2019.

**Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

**CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

**EAST BAY INNOVATION ACADEMY  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2019**

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

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

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

**EAST BAY INNOVATION ACADEMY  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2019**

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

Tentative -  
For discussion purposes only  
Subject to revision

# Cover Sheet

## YTD Financial Review (Through September 2019)

**Section:** IV. Finance and Development  
**Item:** B. YTD Financial Review (Through September 2019)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** EBIA 19-20 SEP Financials 2019.10.13 CF.pdf  
EBIA 19-20 SEP Financials 2019.10.13 YTD.pdf  
EBIA\_financial summary for the board\_Oct 2019.pdf

**East Bay Innovation Academy**  
 Monthly Cash Forecast  
 As of Sep close

	2019/20												Forecast	AP/AR
	Actual & Projected													
	Jul Actual	Aug Actual	Sep Actual	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	<b>181,425</b>	<b>291,986</b>	<b>151,539</b>	<b>60,599</b>	<b>182,933</b>	<b>256,655</b>	<b>107,661</b>	<b>(24,879)</b>	<b>114,138</b>	<b>142,523</b>	<b>138,350</b>	<b>130,142</b>		
<b>Revenue</b>														
LCFF Entitlement	196	248,041	329,776	635,995	408,349	408,349	392,876	408,331	562,856	457,428	457,428	457,428	5,287,409	520,358
Federal Income	-	11,615	-	12,877	61,883	7,883	12,877	61,883	43,008	12,877	7,883	25,445	388,785	130,556
Other State Income	13,947	14,872	28,363	15,483	140,001	25,613	25,613	210,460	32,585	89,779	64,886	32,585	988,578	294,392
Local Revenues	1,822	21,264	3,982	724	21,396	12,486	23,450	30,122	15,551	5,159	22,673	15,551	165,149	(9,030)
Fundraising and Grants	3,291	3,349	36,899	28,178	14,485	14,485	14,485	19,485	14,485	14,485	14,485	14,485	222,600	30,000
<b>Total Revenue</b>	<b>19,257</b>	<b>299,141</b>	<b>399,020</b>	<b>693,256</b>	<b>646,114</b>	<b>468,816</b>	<b>469,300</b>	<b>730,281</b>	<b>668,485</b>	<b>579,728</b>	<b>567,355</b>	<b>545,494</b>	<b>7,052,522</b>	<b>966,277</b>
<b>Expenses</b>														
Compensation & Benefits	183,366	426,179	475,434	442,491	447,632	447,632	457,565	448,874	448,874	443,936	443,936	360,959	5,026,879	-
Books & Supplies	16,559	28,485	14,404	20,148	18,837	18,837	18,837	18,837	18,837	18,837	18,837	18,837	230,293	-
Services & Other Operating Expenses	100,546	144,661	154,324	160,005	169,460	178,803	144,275	150,724	199,561	139,965	139,962	183,764	1,941,111	75,062
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>300,471</b>	<b>599,325</b>	<b>644,162</b>	<b>622,645</b>	<b>635,929</b>	<b>645,272</b>	<b>620,677</b>	<b>618,435</b>	<b>667,272</b>	<b>602,738</b>	<b>602,735</b>	<b>563,560</b>	<b>7,198,282</b>	<b>75,062</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(281,214)</b>	<b>(300,184)</b>	<b>(245,142)</b>	<b>70,611</b>	<b>10,184</b>	<b>(176,457)</b>	<b>(151,377)</b>	<b>111,846</b>	<b>1,213</b>	<b>(23,010)</b>	<b>(35,380)</b>	<b>(18,066)</b>	<b>(145,760)</b>	<b>891,214</b>
Revenues - Prior Year Accruals	585,873	210,423	40,172	103,087	44,901	8,827	201	201	201	201	201	201		
Expenses - Prior Year Accruals	(7,519)	-	-	-	-	-	-	-	-	-	-	-		
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	(170,147)	(68,077)	26,679	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(89,466)	17,391	17,351	26,971	26,971	26,971	26,971	26,971	26,971	26,971	26,971	26,971		
Loans Payable (Current)	-	-	70,000	(70,000)	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	(8,335)	(8,335)	(8,335)	(8,335)	-	-	(8,335)	-	-		
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-		
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-		
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Changes	73,034	-	-	-	-	-	-	-	-	-	-	-		
<b>Ending Cash</b>	<b>291,986</b>	<b>151,539</b>	<b>60,599</b>	<b>182,933</b>	<b>256,655</b>	<b>107,661</b>	<b>(24,879)</b>	<b>114,138</b>	<b>142,523</b>	<b>138,350</b>	<b>130,142</b>	<b>139,248</b>		

**East Bay Innovation Academy**

Budget vs. Actuals

As of Sep close

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
<b>SUMMARY</b>											
<b>Revenue</b>											
LCFF Entitlement	196	248,041	329,776	578,013	577,818	195	5,407,042	5,287,409	(119,633)	4,709,396	11%
Federal Revenue	-	11,615	-	11,615	3,155	8,460	299,578	388,785	89,207	377,170	3%
Other State Revenues	13,947	14,872	28,363	57,182	53,531	3,651	896,083	988,578	92,495	931,396	6%
Local Revenues	1,822	21,264	3,982	27,068	27,662	(594)	169,001	165,149	(3,852)	138,081	16%
Fundraising and Grants	3,291	3,349	36,899	43,539	32,520	11,019	225,200	222,600	(2,600)	179,061	20%
<b>Total Revenue</b>	<b>19,257</b>	<b>299,141</b>	<b>399,020</b>	<b>717,417</b>	<b>694,686</b>	<b>22,731</b>	<b>6,996,905</b>	<b>7,052,522</b>	<b>55,617</b>	<b>6,335,105</b>	<b>10%</b>
<b>Expenses</b>											
Compensation and Benefits	183,366	426,179	475,434	1,084,980	1,069,463	(15,516)	4,932,448	5,026,879	(94,431)	3,941,899	22%
Books and Supplies	16,559	28,485	14,404	59,447	196,297	136,850	348,963	230,293	118,670	170,846	26%
Services and Other Operating Expenditures	100,546	144,661	154,324	399,530	359,300	(40,230)	1,706,437	1,941,111	(234,673)	1,541,580	21%
Depreciation	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>300,471</b>	<b>599,325</b>	<b>644,162</b>	<b>1,543,957</b>	<b>1,625,060</b>	<b>81,103</b>	<b>6,987,848</b>	<b>7,198,282</b>	<b>(210,435)</b>	<b>5,654,325</b>	<b>21%</b>
<b>Operating Income</b>	<b>(281,214)</b>	<b>(300,184)</b>	<b>(245,142)</b>	<b>(826,540)</b>	<b>(930,374)</b>	<b>103,834</b>	<b>9,057</b>	<b>(145,760)</b>	<b>(154,818)</b>	<b>680,780</b>	
<b>Fund Balance</b>											
Beginning Balance (Unaudited)	631,500	350,286	50,102	631,500	631,500		564,499	631,500			
Audit Adjustment	-			-	-		-	-			
Beginning Balance (Audited)	631,500			631,500	631,500		564,499	631,500			
Operating Income	(281,214)	(300,184)	(245,142)	(826,540)	(930,374)		9,057	(145,760)			
<b>Ending Fund Balance</b>	<b>350,286</b>	<b>50,102</b>	<b>(195,040)</b>	<b>(195,040)</b>	<b>(298,874)</b>		<b>573,556</b>	<b>485,740</b>			
<b>Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>-</b>			

**East Bay Innovation Academy**

Budget vs. Actuals

As of Sep close

Detail	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
<b>Enrollment Breakdown</b>		M1	M2								
6		135	134				120	133	13		
7		123	121				118	120	2		
8		109	109				120	108	(12)		
9		79	78				80	77	(3)		
10		80	79				85	82	(3)		
11		61	61				67	60	(7)		
12		34	34				36	33	(3)		
<b>Enrollment Summary</b>											
4-6		135	134				120	133	13		
7-8		232	230				238	228	(10)		
9-12		254	252				268	252	(16)		
<b>Total Enrolled</b>		<b>621</b>	<b>616</b>				<b>626</b>	<b>613</b>	<b>(13)</b>		
<b>ADA %</b>											
4-6		97.4%	97.5%				96%	96%			
7-8		96.2%	96.8%				96%	96%			
9-12		94.9%	95.0%				93%	93%			
<b>Average</b>		<b>95.9%</b>	<b>96.2%</b>				<b>95%</b>	<b>95%</b>			
<b>ADA</b>											
4-6		126.8	131.3				115.2	127.7			
7-8		216.7	223.6				228.5	218.9			
9-12		240.1	241.0				249.2	234.4			
Total ADA		<b>583.6</b>	<b>595.8</b>				<b>592.9</b>	<b>580.9</b>			
<b>Demographic Information</b>											
<b>Prior Year</b>											
<b>ADA (P-2)</b>							534	533.60			
CALPADS Enrollment (for unduplicated % calc)							562	562			
# Unduplicated Count (CALPADS)							157	157			
# Free & Reduced Lunch (FRL) (CALPADS)							133	133			
# ELL (CALPADS)							33	33			
<b>Current Year</b>							-	-			
CALPADS Enrollment (for unduplicated % calc)							626	618			
# Unduplicated Count (CALPADS)							175	188			
# Free & Reduced Lunch (FRL) (CALPADS)							148	146			
# ELL (CALPADS)							37	36			
New Students							68	55			



**East Bay Innovation Academy**

Budget vs. Actuals

As of Sep close

		Actual			Budget vs. Actual			Budget				
		Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
<b>REVENUE</b>												
<b>LCFF Entitlement</b>												
8011	Charter Schools LCFF - State Aid	-	166,306	166,306	332,612	332,612	0	3,796,162	3,708,935	(87,227)	3,376,323	9%
8012	Education Protection Account Entitlement	-	-	-	-	-	-	118,584	116,184	(2,400)	116,184	0%
8019	State Aid - Prior Years	196	-	-	196	-	196	-	196	196	-	100%
8096	Charter Schools in Lieu of Property Taxes	-	81,735	163,470	245,205	245,206	(1)	1,492,297	1,462,094	(30,202)	1,216,889	17%
<b>SUBTOTAL - LCFF Entitlement</b>		196	248,041	329,776	578,013	577,818	195	5,407,042	5,287,409	(119,633)	4,709,396	11%
<b>8100 Federal Revenue</b>												
8181	Special Education - Entitlement	-	-	-	-	-	-	70,250	70,250	-	70,250	0%
8182	Special Education Reimbursement	-	-	-	-	-	-	150,547	216,000	65,453	216,000	0%
8220	Child Nutrition Programs	-	11,615	-	11,615	3,155	8,460	31,550	37,074	5,524	25,459	31%
8291	Title I	-	-	-	-	-	-	30,107	45,486	15,379	45,486	0%
8292	Title II	-	-	-	-	-	-	7,124	9,975	2,851	9,975	0%
8294	Title IV	-	-	-	-	-	-	10,000	10,000	-	10,000	0%
<b>SUBTOTAL - Federal Income</b>		-	11,615	-	11,615	3,155	8,460	299,578	388,785	89,207	377,170	3%
<b>8300 Other State Revenues</b>												
8319	Other State Apportionments - Prior Years	-	-	3,258	3,258	-	3,258	-	3,258	3,258	-	100%
8381	Special Education - Entitlement (State)	13,947	13,947	25,105	52,999	53,531	(532)	323,141	316,601	(6,540)	263,602	17%
8382	Special Education Reimbursement (State)	-	-	-	-	-	-	179,940	303,510	123,570	303,510	0%
8520	Child Nutrition - State	-	785	-	785.08	-	785	3,155	3,090	(65)	2,304	25%
8545	School Facilities Apportionments	-	-	-	-	-	-	254,196	228,776	(25,420)	228,776	0%
8550	Mandated Cost Reimbursements	-	-	-	-	-	-	14,695	14,695	(0)	14,695	0%
8560	State Lottery Revenue	-	-	-	-	-	-	120,956	118,508	(2,448)	118,508	0%
8590	All Other State Revenue	-	140	-	140	-	140	-	140	140	-	100%
<b>SUBTOTAL - Other State Income</b>		13,947	14,872	28,363	57,182	53,531	3,651	896,083	988,578	92,495	931,396	6%
<b>8600 Other Local Revenue</b>												
8634	Food Service Sales	-	-	1,748	1,748	1,262	486	12,620	12,358	(262)	10,610	14%
8660	Interest	0	0	0	0	0	0	1	1	-	0.87	33%
8676	After School Program Revenue	-	20,874	-	20,874	22,500	(1,626)	45,000	45,000	-	24,126	46%
8678	Parking Fees	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	1,822	390	2,234	4,446	-	4,446	18,780	18,390	(390)	13,943.75	24%
8701	Oakland Measure N	-	-	-	-	-	-	53,600	50,400	(3,200)	50,400	0%
8703	Oakland Measure G1	-	-	-	-	3,900	(3,900)	39,000	39,000	-	39,000	0%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Local Revenues</b>		1,822	21,264	3,982	27,068	27,662	(594)	169,001	165,149	(3,852)	138,081	16%
<b>8800 Donations/Fundraising</b>												
8801	Donations - Parents	2,748	1,398	36,282	40,429	12,520	27,909	125,200	122,600	(2,600)	82,171	33%
8802	Donations - Private	222	470	616	1,308	15,000	(13,692)	50,000	50,000	-	48,692	3%
8803	Fundraising	321	1,481	-	1,802	5,000	(3,198)	50,000	50,000	-	48,198	4%

**East Bay Innovation Academy**

Budget vs. Actuals  
As of Sep close

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
<b>SUBTOTAL - Fundraising and Grants</b>	3,291	3,349	36,899	43,539	32,520	11,019	225,200	222,600	(2,600)	179,061	20%
<b>TOTAL REVENUE</b>	<b>19,257</b>	<b>299,141</b>	<b>399,020</b>	<b>717,417</b>	<b>694,686</b>	<b>22,731</b>	<b>6,996,905</b>	<b>7,052,522</b>	<b>55,617</b>	<b>6,335,105</b>	<b>10%</b>

**East Bay Innovation Academy**

Budget vs. Actuals

As of Sep close

		Actual			Budget vs. Actual			Budget				
		Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
1000	<b>Certificated Salaries</b>	-	-	-								
1100	Teachers Salaries	2,000	193,742	196,964	392,706	397,096	4,390	2,036,439	2,065,534	(29,095)	1,672,828	19%
1103	Teacher - Substitute Pay	1,888	-	373	2,261	9,810	7,549	51,500	51,500	-	49,239	4%
1148	Teacher - Special Ed	2,000	15,282	13,634	30,916	30,526	(390)	264,761	179,237	85,525	148,321	17%
1150	Teacher - Summer School	-	-	-	-	10,000	10,000	10,000	10,000	-	10,000	0%
1160	Teacher - Custom 2	3,881	9,967	13,076	26,924	28,400	1,476	142,000	131,861	10,139	104,937	20%
1300	Certificated Supervisor & Administrator Salaries	22,979	30,765	32,975	86,719	59,250	(27,469)	237,000	261,688	(24,688)	174,969	33%
1311	Cert Admin - DESEL, Curr. Instr.	41,591	41,591	53,229	136,411	124,773	(11,638)	499,090	586,910	(87,820)	450,499	23%
<b>SUBTOTAL - Certificated Employees</b>		<b>74,338</b>	<b>291,346</b>	<b>310,251</b>	<b>675,936</b>	<b>659,854</b>	<b>(16,082)</b>	<b>3,240,790</b>	<b>3,286,729</b>	<b>(45,939)</b>	<b>2,610,793</b>	<b>21%</b>
2000	<b>Classified Salaries</b>											
2104	Classified - SPED	1,105	10,027	12,336	23,468	32,280	8,813	177,542	132,720	44,822	109,252	18%
2300	Classified Supervisor & Administrator Salaries	16,497	16,497	16,497	49,491	42,304	(7,187)	169,216	197,966	(28,750)	148,475	25%
2400	Classified Clerical & Office Salaries	13,012	15,127	14,923	43,062	33,762	(9,300)	151,000	151,000	-	107,938	29%
2402	Classified Clerical & Office Salaries - Community Eng	6,833	6,833	6,833	20,500	19,184	(1,316)	76,735	82,000	(5,265)	61,500	25%
2905	Other Classified - After School	775	4,811	4,636	10,223	3,150	(7,073)	31,500	76,200	(44,700)	65,977	13%
2928	Other Classified - Food	-	497	1,939	2,436	1,622	(813)	16,223	16,223	-	13,787	15%
<b>SUBTOTAL - Classified Employees</b>		<b>38,222</b>	<b>53,793</b>	<b>57,164</b>	<b>149,180</b>	<b>132,302</b>	<b>(16,877)</b>	<b>622,216</b>	<b>656,108</b>	<b>(33,892)</b>	<b>506,929</b>	<b>23%</b>
3000	<b>Employee Benefits</b>											
3100	STRS	11,734	47,056	52,815	111,604	109,054	(2,550)	542,205	549,719	(7,513)	438,114	20%
3300	OASDI-Medicare-Alternative	4,178	9,574	8,142	21,895	20,105	(1,790)	99,337	102,727	(3,390)	80,832	21%
3400	Health & Welfare Benefits	44,382	16,952	42,135	103,468	114,654	11,186	343,962	350,576	(6,615)	247,108	30%
3500	Unemployment Insurance	663	3,733	1,185	5,582	10,091	4,509	25,284	24,833	451	19,251	22%
3600	Workers Comp Insurance	9,133	3,044	3,044	15,221	20,281	5,060	46,356	39,428	6,928	24,207	39%
3900	Other Employee Benefits	716	680	698	2,094	3,122	1,028	12,298	16,759	(4,461)	14,665	12%
<b>SUBTOTAL - Employee Benefits</b>		<b>70,806</b>	<b>81,040</b>	<b>108,019</b>	<b>259,864</b>	<b>277,307</b>	<b>17,443</b>	<b>1,069,442</b>	<b>1,084,041</b>	<b>(14,600)</b>	<b>824,177</b>	<b>24%</b>

**East Bay Innovation Academy**

Budget vs. Actuals

As of Sep close

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
<b>4000 Books &amp; Supplies</b>											
4100 Approved Textbooks & Core Curricula Materials	916	-	2,812	3,728	12,520	8,792	15,650	15,325	325	11,597.15	24%
4200 Books & Other Reference Materials	30	15	-	45	1,520	1,475	3,040	3,040	-	2,995.26	1%
4300 Materials & Supplies	-	3,967	309	4,276	9,578	5,301	19,156	18,758	398	14,481.45	23%
4320 Educational Software	11,374	17,200	260	28,834	40,000	11,166	50,000	48,962	1,038	20,128	59%
4330 Office Supplies	740	4,969	6,625	12,334	7,199	(5,135)	28,796	28,198	598	15,864	44%
4352 Quest (After School)	40	175	-	215	2,550	2,335	10,200	10,200	-	9,985	2%
4400 Noncapitalized Equipment	1,140	-	-	1,140	2,550	1,410	10,200	5,200	5,000	4,060	22%
4410 Classroom Furniture, Equipment & Supplies	1,805	-	-	1,805	16,160	14,355	20,200	10,200	10,000	8,395	18%
4420 Computers (individual items less than \$5k)	26	-	-	26	87,904	87,878	107,200	17,200	90,000	17,174	0%
4423 Staff Computers	50	534	-	583	6,691	6,108	8,160	3,160	5,000	2,576.52	18%
4430 Non Classroom Related Furniture, Equipment & Supp	-	-	-	-	2,805	2,805	11,220	6,220	5,000	6,220.00	0%
4710 Student Food Services	238	238	4,398	4,874	6,310	1,436	63,101	61,790	1,310	56,916.37	8%
4720 Other Food	200	1,387	-	1,587	510	(1,077)	2,040	2,040	-	453	78%
<b>SUBTOTAL - Books and Supplies</b>	<b>16,559</b>	<b>28,485</b>	<b>14,404</b>	<b>59,447</b>	<b>196,297</b>	<b>136,850</b>	<b>348,963</b>	<b>230,293</b>	<b>118,670</b>	<b>170,846</b>	<b>26%</b>

**East Bay Innovation Academy**

Budget vs. Actuals

As of Sep close

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
<b>5000 Services &amp; Other Operating Expenses</b>											
5220 Travel and Lodging	-	203	-	203	255	52	2,550	2,550	-	2,347	8%
5300 Dues & Memberships	6,432	295	300	7,027	1,227	(5,800)	12,266	12,266	-	5,239	57%
5450 Insurance - Other	11,421	3,807	3,807	19,035	19,993	958	45,698	45,975	(277)	26,940	41%
5515 Janitorial, Gardening Services & Supplies	781	27,442	7,743	35,966	8,078	(27,887)	80,784	90,000	(9,216)	54,034	40%
5535 Utilities - All Utilities	1,262	3,536	8,395	13,192	18,898	5,705	75,590	75,590	-	62,398	17%
5610 Rent	58,460	26,745	26,745	111,950	84,732	(27,218)	338,928	338,928	-	226,978	33%
5611 Prop 39 Related Costs	-	-	31,679	31,679	31,679	(0)	126,717	126,717	-	95,038	25%
5615 Repairs and Maintenance - Building	-	706	2,100	2,806	1,020	(1,786)	10,200	10,200	-	7,394	28%
5616 Repairs and Maintenance - Computers	-	-	-	-	-	-	10,200	10,200	-	10,200	0%
5803 Accounting Fees	-	-	-	-	-	-	12,904	12,904	-	12,904	0%
5806 Assemblies	-	-	-	-	204	204	2,040	2,040	-	2,040	0%
5809 Banking Fees	12	39	-	51	383	331	1,530	1,530	-	1,479	3%
5810 Intercession	(126)	-	1,379	1,253	17,215	15,962	68,860	57,430	11,430	56,177	2%
5812 Business Services	5,250	5,325	6,038	16,613	16,830	218	67,320	67,320	-	50,708	25%
5815 Consultants - Instructional	-	-	-	-	7,650	7,650	15,300	15,300	-	15,300	0%
5820 Consultants - Non Instructional - Custom 1	-	-	250	250	2,876	2,626	28,764	28,764	-	28,514	1%
5822 Consultants - Non Instructional - Custom 3	-	-	-	-	1,683	1,683	16,830	16,830	-	16,830	0%
5824 District Oversight Fees	-	-	-	-	13,518	13,518	54,070	52,874	1,196	52,874	0%
5836 Fingerprinting	222	1,213	124	1,559	2,841	1,282	3,551	3,548	3	1,989	44%
5839 Fundraising Expenses	332	663	81	1,076	1,530	454	15,300	15,300	-	14,224	7%
5843 Interest - Loans Less than 1 Year	-	-	-	-	-	-	-	83	(83)	83	0%
5845 Legal Fees	-	7,525	4,663	12,188	8,400	(3,788)	84,000	84,000	-	71,812	15%
5851 Marketing and Student Recruiting	-	-	425	425	180	(245)	1,804	1,459	345	1,034	29%
5857 Payroll Fees	352	465	419	1,236	1,248	13	4,994	4,994	-	3,758	25%
5860 Printing and Reproduction	-	403	-	403	46	(357)	457	457	-	54	88%
5863 Professional Development	2,393	2,475	4,142	9,010	5,100	(3,910)	20,400	20,400	-	11,390	44%
5866 SPED MH Day/NPS Services	-	45,331	28,835	74,166	75,000	834	300,000	550,000	(250,000)	475,834	13%
5869 Special Education Contract Instructors	-	2,646	5,761	8,407	12,500	4,093	125,000	125,000	-	116,593	7%
5872 Special Education Encroachment	-	-	-	-	-	-	15,736	15,736	-	15,736	0%
5875 Staff Recruiting	275	310	-	586	764	178	7,640	7,640	-	7,054	8%
5878 Student Assessment	-	8,000	-	8,000	1,500	(6,500)	15,000	15,000	-	7,000	53%
5880 Student Health Services	-	-	-	-	41	41	412	412	-	412	0%
5881 Student Information System	12,250	-	-	12,250	8,750	(3,500)	35,000	23,000	12,000	10,750	53%
5884 Substitutes	-	3,000	9,684	12,684	3,000	(9,684)	30,000	30,000	-	17,316	42%
5887 Technology Services	344	1,008	8,860	10,212	4,500	(5,712)	45,000	45,000	-	34,788	23%
5899 Miscellaneous Operating Expenses	72	47	20	139	-	(139)	-	72	(72)	(67)	193%
5900 Communications	814	3,477	2,754	7,045	7,500	455	30,000	30,000	-	22,955	23%
5915 Postage and Delivery	-	-	120	120	159	39	1,592	1,592	-	1,472	8%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>100,546</b>	<b>144,661</b>	<b>154,324</b>	<b>399,530</b>	<b>359,300</b>	<b>(40,230)</b>	<b>1,706,437</b>	<b>1,941,111</b>	<b>(234,673)</b>	<b>1,541,580</b>	<b>21%</b>

**East Bay Innovation Academy**

Budget vs. Actuals

As of Sep close

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
<b>6000 Capital Outlay</b>											
6100 Sites & Improvement of Sites	-	-	-	-	-	-	-	-	-	-	-
6200 Buildings & Improvement of Buildings	-	-	-	-	-	-	-	-	-	-	-
6300 School Libraries	-	-	-	-	-	-	-	-	-	-	-
6400 Equipment	-	-	-	-	-	-	-	-	-	-	-
6410 Computers (capitalizable items)	-	-	-	-	-	-	-	-	-	-	-
6420 Furniture (capitalizable items)	-	-	-	-	-	-	-	-	-	-	-
6430 Other Equipment (capitalizable items)	-	-	-	-	-	-	-	-	-	-	-
6500 Equipment Replacement	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Capital Outlay</b>	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>300,471</b>	<b>599,325</b>	<b>644,162</b>	<b>1,543,957</b>	<b>1,625,060</b>	<b>81,103</b>	<b>6,987,848</b>	<b>7,198,282</b>	<b>(210,435)</b>	<b>5,654,325</b>	<b>21%</b>
<b>6900 Total Depreciation (includes Prior Years)</b>	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES including Depreciation</b>	<b>300,471</b>	<b>599,325</b>	<b>644,162</b>	<b>1,543,957</b>	<b>1,625,060</b>	<b>81,103</b>	<b>6,987,848</b>	<b>7,198,282</b>	<b>(210,435)</b>	<b>5,654,325</b>	<b>21%</b>



# Financial Update

# FY 2019-20

EBIA, Oct. 2019

# Q1 Highlights: Transitions, Ops, SPED

- Staffing transitions, recruiting
- New grade level, laboratory facility lease, tech improvements
- Changes to special education services

	Actual			Budget vs. Actual		
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)
<b>SUMMARY</b>						
<b>Revenue</b>						
LCFF Entitlement	196	248,041	329,776	578,013	577,818	195
Federal Revenue	-	11,615	-	11,615	3,155	8,460
Other State Revenues	13,947	14,872	28,363	57,182	53,531	3,651
Local Revenues	1,822	21,264	3,982	27,068	27,662	(594)
Fundraising and Grants	3,291	3,349	36,899	43,539	32,520	11,019
<b>Total Revenue</b>	<b>19,257</b>	<b>299,141</b>	<b>399,020</b>	<b>717,417</b>	<b>694,686</b>	<b>22,731</b>
<b>Expenses</b>						
Compensation and Benefits	183,366	426,179	475,434	1,084,980	1,069,463	(15,516)
Books and Supplies	16,559	28,485	14,404	59,447	196,297	136,850
Services and Other Operating Expenditures	100,546	144,661	154,324	399,530	359,300	(40,230)
Depreciation	-	-	-	-	-	-
<b>Total Expenses</b>	<b>300,471</b>	<b>599,325</b>	<b>644,162</b>	<b>1,543,957</b>	<b>1,625,060</b>	<b>81,103</b>
<b>Operating Income</b>	<b>(281,214)</b>	<b>(300,184)</b>	<b>(245,142)</b>	<b>(826,540)</b>	<b>(930,374)</b>	<b>103,834</b>

**Q1 net impact: -\$826K**



# Current Forecasting deficit SY 19-20

		<b>Budget</b>			
		Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining
<b>SUMMARY</b>					
<b>Revenue</b>					
	LCFF Entitlement	5,407,042	5,287,409	(119,633)	4,709,396
	Federal Revenue	299,578	388,785	89,207	377,170
	Other State Revenues	896,083	988,578	92,495	931,396
	Local Revenues	169,001	165,149	(3,852)	138,081
	Fundraising and Grants	225,200	222,600	(2,600)	179,061
	<b>Total Revenue</b>	<b>6,996,905</b>	<b>7,052,522</b>	<b>55,617</b>	<b>6,335,105</b>
<b>Expenses</b>					
	Compensation and Benefits	4,932,448	5,026,879	(94,431)	3,941,899
	Books and Supplies	348,963	230,293	118,670	170,846
	Services and Other Operating Expenditures	1,706,437	1,941,111	(234,673)	1,541,580
	Depreciation	-	-	-	-
	<b>Total Expenses</b>	<b>6,987,848</b>	<b>7,198,282</b>	<b>(210,435)</b>	<b>5,654,325</b>
	<b>Operating Income</b>	<b>9,057</b>	<b>(145,760)</b>	<b>(154,818)</b>	<b>680,780</b>

**Revising to balance budget by First Interim**



# Scale increasing pressure on cash

Revenues reimbursed or recognized after reporting periods

- State apportionments
- Federal – delayed longer
- ERMHS
- Local measures

Expenses incurred in advance/real-time

- Adding new grade of students and derivative staffing
- Facility needs
- Compliance needs

Cash projected to be tight all year

- LOC activated in September
- May need receivable sales through winter

# Cover Sheet

## Receivable Sales

**Section:** IV. Finance and Development  
**Item:** C. Receivable Sales  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** EBIA\_CAM factoring resolution 2019-20.pdf

**EXHIBIT A**

**CHARTER SCHOOL BOARD RESOLUTION OF THE BOARD OF DIRECTORS OF  
EAST BAY INNOVATION ACADEMY**

The Board of Directors (“Board”) of East Bay Innovation Academy (the “Charter School”), Pursuant to applicable law and the Charter School’s governing documents, hereby adopt the following recitals and resolutions by unanimous written consent, effective as of the effective date of the Factoring Agreement (as defined herein):

1. Approval of Factoring Transaction and Sale of Receivables.

**WHEREAS**, the Board has reviewed the terms of a factoring transaction to be entered into by and among Charter Asset Management Fund, L.P. (“CAM”) and the Charter School, as described in more detail in Exhibit A hereto (the “Factoring Transaction”), pursuant to which CAM will purchase certain accounts receivable representing future payments to be made by the Alameda County Office of Education and the California Department of Education to the Charter School and has had an adequate opportunity to ask questions regarding, and investigate the nature of, the Factoring Transaction;

**WHEREAS**, after careful consideration, the Board has determined that the terms and conditions of the Factoring Transaction are just and equitable and fair as to the Charter School and that it is in the best interest of the Charter School to enter into the Factoring Transaction;

**WHEREAS**, the Board deems it to be in the best interest of the Charter School to cause the Charter School to sell and assign certain of its receivables to CAM as proposed in the Factoring Transaction; and

**NOW, THEREFORE, BE IT RESOLVED**, that the Factoring Transaction, in a maximum aggregate amount not to exceed Two Hundred Fifty Thousand Dollars (\$250,000.00) in the aggregate is hereby approved;

**RESOLVED FURTHER**, that the Charter School may sell and assign certain of its receivables to CAM as proposed in the Factoring Transaction;

**RESOLVED FURTHER**, that the officers and managers of the Charter School are hereby authorized and directed to cause the Charter School to enter into the Factoring Transaction and to execute all other documents necessary to effect the Factoring Transaction, and to take all actions necessary and appropriate to perform the Charter School’s obligations thereunder;

2. Enabling Power.

**RESOLVED**, that the officers and managers of the Charter School be, and each of them hereby is, authorized, directed and empowered to execute any applications, certificates, agreements or any other instruments or documents or amendments or supplements to such documents, or to do, or cause to be done, any and all other acts and things as such officers and

managers, and each of them may, in their discretion, deem necessary or advisable and appropriate to carry out the purposes of the foregoing resolutions.

3. Authorization to Certify Resolution.

**RESOLVED**, that the Chair, Board of Directors and Treasurer, Board of Directors are hereby authorized to certify this resolution.

This written consent may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same written consent.

**IN WITNESS WHEREOF**, the Board of Directors has adopted the above resolution.

By: \_\_\_\_\_  
Rochelle Benning  
Chair, Board of Directors

By: \_\_\_\_\_  
Laurie Jacobson Jones  
Treasurer, Board of Directors

## Exhibit A

### Terms of Factoring Transaction

Total Funding	Up to \$250,000.00
Accounts Receivable	FY19-20 Receivables Alameda County Office of Education / CDE
Admin Fee	1.85%
Discount Rate	Between 1.99-2.99%

# Cover Sheet

## 2019 - 2020 EBIA Development Update

**Section:** IV. Finance and Development  
**Item:** D. 2019 - 2020 EBIA Development Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Reed\_EBIA\_Scope of Work\_v2.pdf

**Megan Reed**  
**EBIA Development Scope of Work**  
**October 7, 2019**

**TIMEFRAME:**

OCTOBER 2019 TO JUNE 2020

**OVERARCHING FUNDRAISING GOAL:**

\$250,000

**WEEKLY COMMITMENT**

UP TO 20 HOURS PER WEEK, REMOTE, CONSULTANT BASIS

**DELIVERABLES:**

**1. Create a development process for and pipeline consisting of:**

- a. A robust list (40) of targeted prospects with background research on each (5 per month)
- b. A prioritized list of prospects for cold approach/cultivating discussions with foundations (with template email language for each. (Depending on funder, these can come from Megan, Michelle, the principal and/or a board member. The goal is to begin discussions and relationship-building to cultivate project/funding alignment discussions; often the actual discussions will be with the primary school contact, i.e. the principal). (2-3 per month)
  - Maintain tracking of these approaches, follow-ups and calendar for next steps/approach
- c. Ongoing pipeline of submitted grants for unsolicited/open funding calls in a range of funding amounts, from \$10K+ (target 2-3 grants per month, depending on the scope and breadth of requirements).
- d. For secured grants, coordinate project grant launch meetings for all involved staffers, create a calendar for reporting follow-ups, complete narrative reports and secure financial reporting for those due.

**2. Create background/overview materials for grants (one and two pagers; theory of action (if needed) and any case studies)**

**3. Maintain an online archive for development materials and submitted, pending & approved grants (via Google drive, Dropbox, or other platform)**

**4. Hold weekly development update meetings via phone with CFO and monthly development meetings/check-ins via phone with principal and CFO to determine funding priorities/needs/projects, check-in on progress, next steps and follow-ups.**

**5. Help coordinate, track and participate in funder meetings via phone with CFO, Principal, etc and debrief on next steps as needed.**



**6. Coordinate and project manage internal research meetings for cultivation of grant proposals and associated deliverables with project leads/experts, depending on scope.**

**7. Help craft fundraising campaign messaging/plea (digital or mailed letter) with marketing/communications contact** (timing TBD--could be end of year or end of school year). Track donations from plea and manage issuance of tax donation letters (if needed).

## Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

191010 A3K update as of 10-10.xlsx

191010 ALEKS progress Sept to Oct 2019.xlsx

MAP Baseline Fall 2019.xlsx

191010 Sped data for Board meeting.xlsx