



East Bay Innovation Academy

Board Meeting

Date and Time

Wednesday March 17, 2021 at 8:00 PM PDT

Location

Pursuant to the Governor's Executive Order N-29-20, all members of a legislative body and appropriate staff will participate in legislative meetings via phone/video conference until shelter in place order is lifted. Please see meeting link and telephone numbers below to attend and provide public comment at the EBIA Board Meeting.

DUE TO SHELTER IN PLACE ORDER - this meeting will be held online using Zoom ONLY. Please join us!!!

Zoom:

hipaa@eastbayia.org EBIA is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting

Time: Mar 17, 2021 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/92966358578?pwd=ZzZDYjRTbFp0amJnR21hUms5WVc3dz09>

Meeting ID: 929 6635 8578

Passcode: 998966

One tap mobile

+16699009128,,92966358578# US (San Jose)

+12532158782,,92966358578# US (Tacoma)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

Meeting ID: 929 6635 8578

Find your local number: <https://zoom.us/u/adiqLWZfrc>

hipaa@eastbayia.org EBIA is inviting you to a scheduled Zoom meeting.

Topic: Board meeting

Time: Feb 23, 2021 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/92700715530?pwd=YkJBUHgwOUlqNGF2VXpBQ0xHc2VwZz09>

Meeting ID: 927 0071 5530

Passcode: 296985

One tap mobile

+12532158782,,92700715530# US (Tacoma)

+13462487799,,92700715530# US (Houston)

Dial by your location

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 927 0071 5530

Find your local number: <https://zoom.us/u/anHlf38c>

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 PM
Opening Items			
A. Record East Bay Innovation Academy Board Meeting Attendance and Guests		Rochelle Benning	1 m
B. Call the Meeting to Order		Rochelle Benning	1 m
C. Approve Minutes from the Last East Bay Innovation Academy Board Meeting	Approve Minutes	Rochelle Benning	1 m
Approve minutes for Board Meeting on February 23, 2021			
D. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)		Rochelle Benning	15 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
II. Governance			8:18 PM
Governance			
A. Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Rochelle Benning	5 m
Consent Agenda Items			
- EBIA February 2021 Check and Credit Card Register			
- Independent Auditor Selection Form SY 20-21			
- Update Executive Director Compensation to provide EBIA standard staff COLA for SY 20-21			

	Purpose	Presenter	Time
III. Academic Excellence			8:23 PM
Academic Excellence			
A. East Bay Innovation Academy Program Updates	Discuss	Michelle Cho	10 m
- 2021-22 LCAP priorities			
B. Monthly COVID-19 Update and EBIA Re-Opening Plan Check-In	Vote	Michelle Cho	10 m
<ul style="list-style-type: none"> • Discuss any emerging issues, regulatory mandates, or guidance from OUSD, Alameda, or California state agencies • Discuss and incorporate any potential re-opening plan modifications as needed: AB86 guidance • Review and approved updated EBIA COVID Re-opening Plan 			
IV. Finance and Development			8:43 PM
Finance			
A. East Bay Innovation Academy Year To Date Financial Update	Discuss	Michelle Cho	10 m
<ul style="list-style-type: none"> • Review EBIA's Year To Date financial results: Feb 2021 • Discuss emerging OUSD, Alameda or State financial guidance or issues and the impacts to EBIA's annual budget and multi-year plan • As needed, vote to incorporate any needed modifications to EBIA's annual budget or multi-year plan as a result of new OUSD, Alameda County, or California State guidance. 			
V. East Bay Innovation Facility Matters			8:53 PM
Facility			
A. East Bay Innovation Academy Monthly Facility Update	Discuss	Michelle Cho	10 m
- Update on EBIA facilities - status, condition, or other facilities related matters.			
VI. Other Business			9:03 PM
A. Confirm Board Meeting Dates through 2020 - 2021 School Year	Discuss	Rochelle Benning	2 m
Current board meetings through the end of the school year are scheduled follows - do we need to make any adjustments that we can incorporate into our schedule now?			
Wednesday, 4/21/2021			
Wednesday, 5/19/2021			

	Purpose	Presenter	Time
Wednesday, 6/9/2021 July - 2021 Summer Break August 18, 2021 - 1st Meeting of the 2021 - 2022 School Year			
B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items) Public comment is limited to a maximum of 3 minutes of comment time per speaker	FYI	Rochelle Benning	10 m
VII. Closing Items			9:15 PM
A. Adjourn Meeting	Vote	Rochelle Benning	1 m

Cover Sheet

Approve Minutes from the Last East Bay Innovation Academy Board Meeting

Section: I. Opening Items
Item: C. Approve Minutes from the Last East Bay Innovation
Academy Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on February 23, 2021



East Bay Innovation Academy

Minutes

Board Meeting

Date and Time

Tuesday February 23, 2021 at 8:00 PM

Location

Pursuant to the Governor's Executive Order N-29-20, all members of a legislative body and appropriate staff will participate in legislative meetings via phone/video conference until shelter in place order is lifted. Please see meeting link and telephone numbers below to attend and provide public comment at the EBIA Board Meeting.

DUE TO SHELTER IN PLACE ORDER - this meeting will be held online using Zoom ONLY. Please join us!!!

Zoom:

hipaa@eastbayia.org EBIA is inviting you to a scheduled Zoom meeting.

Topic: Board meeting

Time: Feb 23, 2021 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/92700715530?pwd=YkJBUEHgwOUlqNGF2VXpBQ0xHc2VwZz09>

Meeting ID: 927 0071 5530

Passcode: 296985

One tap mobile

+12532158782,,92700715530# US (Tacoma)

+13462487799,,92700715530# US (Houston)

Dial by your location

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 927 0071 5530

Find your local number: <https://zoom.us/u/anHlf38c>

Directors Present

Brad Edgar, Kelly Garcia, Laurie Jacobson Jones, Rochelle Benning

Directors Absent

Ken Berrick

Guests Present

Kim Frankel, Michelle Cho, Zach Powers

I. Opening Items

A. Record East Bay Innovation Academy Board Meeting Attendance and Guests

B. Call the Meeting to Order

Laurie Jacobson Jones called a meeting of the board of directors of East Bay Innovation Academy to order on Tuesday Feb 23, 2021 @ 8:02 PM.

C. Approve Minutes from the Last East Bay Innovation Academy Board Meeting

Brad Edgar made a motion to approve the minutes from Board Meeting on 01-28-21.

Laurie Jacobson Jones seconded the motion.

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

Roll Call

Rochelle Benning	Absent
Kelly Garcia	Aye
Laurie Jacobson Jones	Aye
Ken Berrick	Absent
Brad Edgar	Aye

D. Approve Special Board Meeting Minutes - December 10, 2020

Kelly Garcia made a motion to approve the minutes from Special Board Meeting - Approve New Form: Budget Overview for Parents on 12-10-20.

Brad Edgar seconded the motion.

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

Roll Call

Ken Berrick	Absent
Brad Edgar	Aye
Rochelle Benning	Absent
Kelly Garcia	Aye
Laurie Jacobson Jones	Aye

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

No public comment

II. Governance

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

Brad Edgar made a motion to approve the East Bay Innovation Consent Agenda Items.

Laurie Jacobson Jones seconded the motion.

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

Roll Call

Laurie Jacobson Jones	Aye
Rochelle Benning	Absent
Ken Berrick	Absent
Brad Edgar	Aye
Kelly Garcia	Aye

III. Academic Excellence

A. East Bay Innovation Academy Program Updates

Zach, Kim and Michelle presented an academic update that included MAP data, winter intersession. For specifics please see the board packet.

B. Monthly COVID-19 Update and EBIA Re-Opening Plan Check-In

Michelle presented information related to a COVID update. For specific details please see the board packet.

C. College and career readiness policy and procedures update

Zach and Michelle presented a college and career readiness policy and procedure update. For specific details please see the board packet.

Rochelle Benning made a motion to approve the Board Resolution re: Diplomas and COVID and the EBIA College and Career Readiness Policies.

Brad Edgar seconded the motion.

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

Roll Call

Ken Berrick	Absent
Kelly Garcia	Aye
Brad Edgar	Aye
Rochelle Benning	Aye
Laurie Jacobson Jones	Aye

IV. Finance and Development

A. East Bay Innovation Academy Year To Date Financial Update

Michelle presented the Year to Date financials. For specific details please see board packet.

B. EBIA FY 2020-21 Second Interim Financial Report

Michelle presented the FY 20-21 Second Interim Financial Report. For specific details please see board packet.

Rochelle Benning made a motion to approve the FY 20-21 Second Interim Financial Report.

Laurie Jacobson Jones seconded the motion.

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

Roll Call

Laurie Jacobson Jones	Aye
Kelly Garcia	Aye
Brad Edgar	Aye
Rochelle Benning	Aye
Ken Berrick	Absent

V. East Bay Innovation Facility Matters

A. East Bay Innovation Academy Monthly Facility Update

Michelle presented a facility update.

VI. Other Business

A. Confirm Board Meeting Dates through 2020 - 2021 School Year

Laurie presented the next board meeting dates.

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

No public comment.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:45 PM.

Respectfully Submitted,

Kelly Garcia

Rochelle Benning made a motion to adjourn the meeting.

Laurie Jacobson Jones seconded the motion.

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

Roll Call

Ken Berrick	Absent
Brad Edgar	Aye
Rochelle Benning	Aye
Laurie Jacobson Jones	Aye
Kelly Garcia	Aye

Cover Sheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section: II. Governance
Item: A. Review and Approve East Bay Innovation Academy Consent
Agenda Items
Purpose: Vote
Submitted by:
Related Material:
EBIA Board Check Register - Feb 2021.pdf
EBIA Charter School Independent Auditor Selection Form 20-21.pdf
Cho, Michelle addendum 200301.pdf



AT-WILL EMPLOYMENT AGREEMENT ADDENDUM

This At-Will Employment Agreement Addendum (“Addendum”) is hereby issued to Michelle Cho (“Employee”). This Addendum has been created to reflect the updated terms of employment for the Employee as an Executive Director at East Bay Innovation Academy (“EBIA” or the “School”) effective 3/1/2021. This Addendum incorporates by reference the At-Will Employment Agreement (“Agreement”) already in place between the parties. With the exception of the modifications outlined below, all rights and obligations in the Agreement shall remain in full force and effect.

1. Compensation

The annual salary for this position is \$145,873.75 subject to all regular withholdings. The employee shall be paid twice monthly. This salary shall be applied starting March 1, 2021.

2. Employment Rights

The Employee shall continue to serve in the aforementioned position on an at-will basis. This means that either the Employee or EBIA may terminate the employment relationship at any time, with or without cause or advance notice.

If you are in agreement with this offer of continued employment pursuant to the updated terms outlined above, please sign below and return this to EBIA. This offer is in effect for five (5) business days. Any failure to timely return this offer shall be construed as you voluntarily declining continuing employment with EBIA.

Signature: _____ Date _____

Rochelle Benning _____ Date 3/10/2021
Rochelle Benning, Board Chair Date

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6889	East Bay Speech Pathology, Inc.	2/25/2021	Bill #1421--Speech & Language Pathology services		\$ 8,504.50
Check	6890	Edgility Consulting	2/25/2021	Bill #1635--Executive Search first half of consulting fee		\$ 32,500.00
Check	6891	EdTec	2/25/2021	Bill #20779--Monthly Back Office Service - February 2021		\$ 5,250.00
Check	6892	Get Empowered	2/25/2021	Bill #GE-EBIA0121.2--Winter Intersession-Teaching Artist join grade by grade classes and lead Empowerment Arts activities (2 of 2 pymts)		\$ 500.00
Check	6893	Golden Gate Academy	2/25/2021	Bill #030121--Monthly use fee for Golden Gate Academy campus Upper School EBIA site		\$ 18,500.00
Check	6894	High Resolves America	2/25/2021	Bill #USAINV0082--Winter Intersession Videos for Change Online Program		\$ 2,500.00
Check	6895	La Cheim School, Inc	2/25/2021	Bill #14854--JW Tuition January 2021 Bill #ESJuly2020--Round Trip Transportation provided daily in July		\$ 933.90
Check	6896	Law Offices of Young, Minney & Corr, LLP	2/25/2021	Bill #69407--Legal Services through 1/31/21		\$ 345.00
Check	6897	Lina's Janitorial Services	2/25/2021	Bill #25--Janitorial Service for US & LS 02/01/21 - 02/28/21		\$ 10,000.00
Check	6898	Ronit Matabuena-Lev	2/25/2021	Bill #ExpReimb210221--Live Scan		\$ 59.00
Check	6899	OUSD Buildings & Grounds	2/25/2021	Bill #EBIARENT21C--2020/21 Facility use fee (3 of4)		\$ 33,873.58
Check	6900	Office Depot	2/25/2021	Bill #149388830001--Postage Stamps qty: 3 Bill #155093341001--Postage Stamp qty: 4		\$ 420.00
Check	6901	Amanda Okamoto	2/25/2021	Bill #ExpReimb210219--COVID Testing Set up supplies: Extension cord Plastic tub to hold all supplies Clorox wipes Wide tipped markers for signs; Plastic sign frames and markers; Tarp for Laser cutter		\$ 155.29
Check	6902	PG&E	2/25/2021	Bill #021721--Gas & Electric for Marshall 01/11/21 - 02/09/21		\$ 2,160.23
Check	6903	RingCentral Inc.	2/25/2021	Bill #000211240--Phone Services 01/29/21 - 02/27/21		\$ 662.72
Check	6904	The Surge Institute	2/25/2021	Bill #10AK2021011.2--2021 Surge Fellowship Tuition for Kala Stepter 2nd Payment (Employer pays \$3500)		\$ 1,750.00
Check	6905	Kathy Tran	2/25/2021	Bill #ExpReimb210217--Acrylic Sheets for Makerspace		\$ 150.36
Check	6906	Waste Management Of Alameda County	2/25/2021	Bill #274981522163--Ops Charter February Service		\$ 613.06
Credit Card	9515-2022	The Home Depot	2/1/2021	28 Lifetime 4' tables		\$ 1,283.08
Credit Card	9515-2022	The Home Depot	2/1/2021	16 Lifetime 4' tables		\$ 745.05
Credit Card	9515-2022	360*Web Security Sitelock	2/23/2021	Website security services		\$ 330.00
Credit Card	9515-3612	ZOOM.US	2/23/2021	Zoom Standard Biz Monthly		\$ 416.47
Credit Card	9515-3612	Amazon.com	2/23/2021	https://www.dropbox.com/s/ld5kw6arvbt0eth/Amazon.com%20%245.00%20210219.pdf?dl=0		\$ 5.00

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.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-3612	Amazon.com	2/23/2021	Inverted Marking Spray paint for Testing Site		\$ 6.41
Credit Card	9515-3612	Amazon.com	2/23/2021	Gallon Food Storage bags Testing site		\$ 12.67
Credit Card	9515-3612	Amazon.com	2/23/2021	CTE Art/Design purchase request		\$ 15.28
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 6; Label Tape Replacement for Label Maker		\$ 18.45
Credit Card	9515-3612	Amazon.com	2/23/2021	Ink Cartridge Replacement for Canon Printer 20 Pack		\$ 20.75
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 2 Primary Science Jumbo Test Tubes with Stand set of 6 for testing site		\$ 23.34
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 4 Granulated White Sugar 1lb; Qty 8 Granulated White Sugar 2lb Winter Intersession supply		\$ 35.88
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 6 HDMI to DVI cable 6ft		\$ 52.83
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 24 Granulated White Cane Sugar 2lb Winter Intersession supplies		\$ 64.50
Credit Card	9515-3612	Amazon.com	2/23/2021	White SSP Paper Hot cup (Case of 1000)		\$ 74.17
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 15 Mr Pen Black Permanent Markers 8 Pkt Winter Intersession supply		\$ 76.46
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 4 National Geographic Break open 10 Premium Geodes		\$ 109.20
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 2 Countertop Desk Sneeze Guard		\$ 210.79
Credit Card	9515-3612	Amazon.com	2/23/2021	Wood Chopsticks, paper slv 2pk of 100; Assorted size color rubber bands 0.5lb; Astrobright Color paper 500 sheets Black; Qty 4 Astrobright Color Paper 200 Sheets Charisma 10 color; Qty 2 Colored Pencils Bulk 30 Pks 12 ct; Plastic Food Storage cont w/lids 50pk Winter Intersession supplies		\$ 230.13
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 3 Mobile Whiteboard (Upper School)		\$ 589.38
Credit Card	9515-3612	Amazon.com	2/23/2021	Qty 7 Mobile Whiteboard (Lower School)		\$ 1,375.22
Credit Card	9515-3612	BambooHR	2/23/2021	HR Systems		\$ 318.00
Credit Card	9515-3612	Catsone.com	2/23/2021	Monthly Fee for Recruiting Program		\$ 95.20
Credit Card	9515-3612	Jumbula	2/23/2021	Monthly Fee for After School Online Service		\$ 40.00
Credit Card	9515-3612	Kits Cubed	2/23/2021	Qty 40 Classic Science Bundle Winter Intersession Supplies		\$ 643.89
Credit Card	9515-3612	Paypal	2/23/2021	Elite TransLingo Spanish Translation Services		\$ 465.00
Credit Card	9515-3612	Amazon.com	2/23/2021	Delivery tip		\$ 5.00



ALAMEDA COUNTY
OFFICE OF EDUCATION
L. K. Monroe, Superintendent

Oakland Unified School District

**Independent Auditor Selection Form
Fiscal Year 2020/21**

East Bay Innovation Academy Charter School CDS Code #: **01-61259-0129932**

Each year the State Controller’s Office confirms that the county offices of education, school districts, charter schools and certain joint powers entities have arranged for their annual audits.

Please complete the following for the above charter school:

Audit Firm: Clifton Larson Allen

Address: 2210 East Route 66
Glendora, CA 91740

Telephone Number: 626-857-7300

2020/21 Fiscal Year Audit Fee \$ 11,944

If a multiple year contract, please state the fiscal years covered and fee for each year:

Fiscal Year	<u> </u>	Fee \$	<u> </u>
Fiscal Year	<u> </u>	Fee \$	<u> </u>
Fiscal Year	<u> </u>	Fee \$	<u> </u>

Date of Charter School Governing Board Approval: 2/23/2021

The District has verified that this firm is authorized to conduct school audits by confirming this firm’s name appears on the Certified Public Accountants Directory Service (i.e. CPADS) for Local Education Audits list. <http://cpads.sco.ca.gov/>

Michelle Cho
Authorized Charter Representative (Print Name)

Michelle S. Cho
Charter Representative’s Signature

3/14/21
Date

Sponsoring District Representative’s Signature

Date

Charter Schools: Please complete and return to your sponsoring district representative listed below.

Please return to: **Minh Co** By (date): **March 22, 2021**

Districts: Please complete highlighted areas before sending to the charter. After reviewing and signing, return to ACOE.

PLEASE RETURN BY **APRIL 1, 2021** TO SHANNON DOE, DISTRICT BUSINESS & ADVISORY SERVICES, ROOM 348.

Cover Sheet

East Bay Innovation Academy Program Updates

Section:	III. Academic Excellence
Item:	A. East Bay Innovation Academy Program Updates
Purpose:	Discuss
Submitted by:	
Related Material:	EBIA LCAP update 2021.03.pdf EBIA SPSA draft March 2021.pdf

LCAP Update

March 2021



Agenda

- Background
- Strengths/Areas of Improvement
- EBIA Goals Annual Update
- Looking ahead

Local Control and Accountability Plan (LCAP)

- **LCAP** is a strategic planning tool to achieve local/state priorities in education
- To be aligned with budget for **Local Control Funding Formula (LCFF)** funds (per-pupil funding)
- **California School Dashboard** provides framework for assessing how schools are meeting needs of all students

CA Dashboard: 10 measures of school success

○State

- High School Graduation Rate
- Academic Performance
- Suspension Rate
- English Learner Progress
- College/Career Readiness
- Chronic Absenteeism

○Local

- Basic Conditions
- Implementation of Academic Standards
- School Climate Surveys
- Parent Engagement

What does the dashboard/data tell us?

- Strengths

- School Climate
- Parent Engagement

- Areas for improvement

- Suspension rate
- English learner progress
- High school graduation rate

- <https://www.caschooldashboard.org/>

21-22 Goals

1. Provide and maintain basic services for students and school

-> Safe return to campus, targeted academic and executive functioning support where needed

2. Create a culture of caring and responsibility, where students feel safe and supported.

-> Norm culture and climate as we return to campus

-> Increased mental health support

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

-> CTE Linked Learning Pathway

-> Increase guidance and support to graduation, college/career readiness

-- 9th grade guidance

-- Work-based learning

4. Maintain high attendance to ensure school receives state money, via ADA, to succeed.

Goals aligned to charter and CA dashboard

- 1.To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences. (Priority 5, 6)
- 2.To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland. (Priority 3, 7)
- 3.To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy. (Priority 1, 2, 4, 8)

School Year: [2020-21]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
East Bay Innovation Academy (EBIA)	01612590129932		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

East Bay Innovation Academy’s (EBIA) School Plan for Student Achievement (SPSA) is a Targeted Assistance School Program focused on serving students most at risk of failing. EBIA is currently designated as an Additional Targeted Support and Improvement (ATSI) school site based on our academic Math results for our Special Education students and academic ELA results for English Language Learners.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a charter school with a limited number of administrators and staff responsible for meeting all the requirements of both a District and school site, EBIA ensures our goals are clear and that strategic plans -- WASC, LCAP, SPSA, and charter petition -- are aligned. This allows us to use human, financial, and physical resources effectively. Plans are monitored and regularly updated based on a comprehensive needs assessment which includes a resource audit, teacher observations, stakeholder surveys, analysis of instructional programs, student achievement data and local metrics. EBIA engages our stakeholders (the board, students, parents, administrators, and teachers) and consults them in the decision-making process.

The overall objective of our improvement planning is to improve student achievement for all students at EBIA. EBIA believes in the inherent ability of all students to be successful, and will respond with strategic investments to ensure equitable access and support to all subgroups.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year, EBIA’s the School Leadership Team (SLT) consults with the East Bay Innovation Academy Teachers Association (ETA), the Parent Advisory Council (PAC), the Board of Directors, and

students around the most effective and inclusive ways to close our academic achievement and school culture/climate gaps. Our consultation is conducted through data analysis, surveys, teacher discussions and professional development, parent discussions and trainings, advisory period with students, and Board Meetings. Our stakeholder consultations include analyzing student achievement data, measuring the effectiveness of current improvement strategies, evaluate goals, actions, outcomes, timelines, and funding allocations.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

EBIA intentionally created a Diverse by Design program reflecting our Oakland community and the larger society that our student will someday join. EBIA does not track students and classroom are heterogeneous. While full inclusion is supported programmatically for our student subgroups, it was deemed that resource allocation to support some of our student subgroups, including our English Language Learners, needed to be increased. Starting with 19-20 year, we increased resource allocation to differentiation and English Language support, and also allocated resources to related professional development. All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate and scaffold instruction and every student has access to standards based instructional materials as required by the Williams Act.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.

Identified Need

Decrease Chronic Absenteeism Rates, specifically for African American, Hispanic, and SPED students

Maintain high average daily attendance rates

Maintain low middle school dropout rates

Decrease high school dropout rates

Decrease suspension rates

Continue integrating restorative justice practices into EBIA's culture

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Color of the Chronic Absentee Indicator on the California	"Orange" for Overall performance	"yellow" or higher for all significant student subgroups

Dashboard for all significant subgroups	"Orange" for African American, Hispanic, Socioeconomically disadvantaged. "Green" Students with disabilities, "Blue" Two or More Races, Whites	
% of average daily attendance rate	95%	95%
% of High School Dropout rate	N/A	<5%
% of Middle school dropout rate	0%	0%
Color of the Suspension Indicator on the California Dashboard for all significant subgroups	"Red" for Overall performance, African American, Socioeconomically Disadvantaged, and Students with Disabilities. "Orange" English Learners, White, and Hispanic. "Blue" for Two or more Races	"Yellow" or higher for all significant student subgroups
% of completion rate of survey for each stakeholder group (Parent, student, teacher)	71%-76%: Student Completion Rate 73%-79%: Teacher Completion Rate	75% 75%
% of guardian or parents who demonstrate satisfaction with school climate on the annual schoolwide survey.	65%	70%
% of students demonstrate satisfaction with the school climate on the annual schoolwide survey	64%	70%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Tiered communication and follow-up for absences, including home visits from administration and operations team. Monitoring of attendance and weekly engagement, collaboration with instruction team to identify and support struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$50,000

LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The proactive and substantial follow-up for engagement began in Trimester 3, 2019 year as we pivoted to distance learning. It was effective in identifying the barriers for student engagement – for instance, we were able to problem-solve around technology limitations fairly easily. The challenge in 20-21 is the incremental impact of the ongoing nature of the pandemic, to family life, which in turn impacts student wellness and readiness to learn.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The expenditures involve staff salaries; there are no major differences between the intended implementation and actual.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

While this strategy was particularly effective at the beginning of the pandemic, we are seeing an increasing level of decreased engagement. But this strategy will still be helpful in addressing any changing trends in engagement among our unduplicated students.

Goal 2

To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

Identified Need

Improve ELA results for ALL subgroups
 Improve Math results for ALL subgroups
 Provide appropriately credentialed, innovative teachers who will inspire students
 Provide adaptive curriculum
 Provide supplemental supports for students that are struggling
 Identify specific supports for EL students in Math and ELA
 Identify specific supports for Students with disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of EL students who progressed at least one ELPI level	34.6%	5% growth year over year
% of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)	38.5%	5% growth year over year
Color of the Performance Indicator on California Dashboard for ELA for overall performance and each significant subgroup	Overall = "Green", 9.8 points above standard, EL = "Red" SWD = "Orange" Hispanic = "Orange" African American = "Yellow" SED = "Yellow" Two or More Races = "Blue" White = "Blue"	Overall = "Green", EL = "Orange" SWD = "Orange" African American = "Yellow" Hispanic = "Yellow" SED = "Yellow" Two or More Races = "Green"
Color of the Chronic Absentee Indicator on the California Dashboard for all significant subgroups	"Orange" for Overall performance "Orange" for African American, Hispanic, Socioeconomically disadvantaged. "Green" Students with disabilities, "Blue" Two or More Races, Whites	"Yellow" or higher for each all significant sub groups of students
Color of the Performance Indicator on the California Dashboard for Math for overall performance and each significant subgroup	Overall = "Yellow", 18 points below standard, maintained -2.5 points EL = "Red" SWD = "Red" African American = "Orange"	Overall = "Yellow", EL = "Yellow", SWD = "Orange", African American = "Yellow", Hispanic = "Yellow", SED = "Yellow", Two or More Races = "Green", White = "Green"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic = "Orange" SED = "Orange" Two or More Races = "Green" White = "Green"	
% of students that demonstrate proficiency or at least one year of growth in math, science, history and ELA on NWEA - MAP	73% for Math 80% for ELA	3% increase for Math 3% increase for ELA

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Director of Student Support Services will conduct an audit of EL supports and services to identify any gaps. Instructional teams will evaluate the success and difficulties of EL students to identify any patterns with specific courses or instructors for coaching purposes.

All teachers of EL and RFEP will be appropriately certificated in SADAIE and ELD instructional strategies (CLAD certification). They will also receive ongoing PD and have access to the latest research on instructional strategies for ELD students.

Apply benchmark testing, NWEA MAP, two-three times a year to monitor progress and individualize support.

Instructional aides will provide EL students with integrated and designated instruction. We are also prioritizing EL students for in-person instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$50,000	LCFF Supplemental: 1000-1999 Certificated Personnel Salaries
\$50,000	Title IV: 2000-2999 Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

School Plan for Student Achievement| Page 6 of 4

(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Run a distance learning hub and provide environmental support for unduplicated students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$40,000

CARES Act

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Hire an Academic Support Specialist to work primarily with unduplicated students and students struggling with remote learning. Primary function is to develop and help implement a personalized learning plan to be on track for graduation and college/career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$70,000

LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the uncertainty of the pandemic, we will not know the effectiveness of this goal until state testing resumes. This strategy will likely continue in future years to mitigate the impact of pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds will need to be reallocated pending hybrid, full on-campus, or full distance learning options for the remainder of the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We cannot predict changes for next year at this moment.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 60,445

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 60,445

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Cover Sheet

Monthly COVID-19 Update and EBIA Re-Opening Plan Check-In

Section:	III. Academic Excellence
Item: Check-In	B. Monthly COVID-19 Update and EBIA Re-Opening Plan
Purpose:	Vote
Submitted by:	
Related Material:	EBIA Reopening Plan Jan 2021 amended Mar 2021.pdf

Reopening, Moving Forward

Update:

CA Safe Schools for All Plan

ACOE/ACPHD

School Reopening Checklist

JANUARY 2021

**East Bay Innovation Academy
Oakland, CA**



Contents

Letters from the Executive Director	4
January 2021 Update	4
August 2020	5
EBIA Priorities and Guiding Principles	7
Instructional Models.....	8
Distance Learning (Very High Risk)	9
HYBRID: Targeted Support (High Risk).....	10
HYBRID: Advisory/SEL (Medium Risk)	11
HYBRID: Academic (Medium-Low Risk)	12
Classroom Instruction (Low Risk)	13
Extended Learning on Campus.....	14
COVID-19 Safeguards.....	15
EBIA Culture of Care- Cover, Clean, Care (3Cs).....	15
Ongoing Engagement, Education, and Support	16
Reduce Exposure.....	16
Health Screening: at home and on campus.....	16
Stable Groups.....	17
Staff and Student Testing	17
Limit Visitors and Contractors	17
Ventilation and Outdoor Settings	17
Reduce Supply Sharing	18
Contact Communication.....	18
Face Covering.....	19
Masks and Face Shields	19
Physical Distancing.....	19

5-6' configurations	19
Shared space protocols	19
Controlled arrival and transitions	19
Hygiene.....	20
Handwashing, Hand Sanitizer and Cleaning Supplies	20
Janitorial Cleaning and Disinfecting.....	20
Contact Information and Reopening Specifics.....	21
ACPHD and ACOE School Reopening Checklist	22

Letters from the Executive Director

January 2021 Update

Dear EBIA families,

We have journeyed far as a community since we first shared our Reopening Plan in August 2020 – we have welcomed new students and staff into our fold, improved our distance learning, and opened a distance learning hub. We continue to move forward with tasks and traditions at hand, as the conditions allow. Meanwhile, we are also preparing to embrace tomorrow – opportunities to safely gather will allow us to support students much better, so that we can further counter the cumulative impact of the pandemic and help our students thrive.

This revision builds on the same re-opening framework with tactical detail that meet the current state and county public health guidance (California Department of Public Health, Alameda County Public Health, and Alameda County Office of Education), including Governor Newsom’s Safe Schools for All Plan. Our priorities and guiding principles for this January 2021 update have not changed: safety for all is our primary concern, as we carry out our mission and meet the needs of our families. We still believe that phased-in opening is the best approach to maneuver the lengthy re-opening process.

While the latest policy guidance from the State incentivizes schools serving K-6 grades to re-open for in-person instruction, it is largely silent on grades 7-12. Furthermore, policy frameworks continue to evolve as Covid-19 remains a dynamic threat. As we continue to move forward with many unknowns, we commit to continuing a way of planning and decision-making that prioritizes health and well-being of our students, staff and families first.

To end, I want to remind all of us that we are in this together – the pandemic is affecting all of us, and the EBIA team sees and feels the disappointment, suffering, frustration, and grief. And while we wish we could see the lighted path to take, it is clear that we must move forward in darkness sometimes. During these times, our students will be the light to guide us to the next step. We will put them at the center of our planning and decision-making, until we can see the light at the end of this tunnel.

In service,

Michelle S. Cho

August 2020

Dear EBIA families,

EBIA is Moving Forward -- accepting what we can't change, adapting to the crisis, and building on innovation to protect, nurture and challenge our students to grow as we learn to fight this pandemic. Although in-person instruction remains as the goal, we recognize the extremely high and evolving stakes of the current public health threat and commit to improving our distance learning program, as it will continue to be a part of the upcoming school year. To the extent safely possible, we will also be making strategic use of the campuses, maximizing use of outside space, with strict safeguards in place that are in alignment with local public health guidelines.

Per California Governor Newsom's July 17th guidance, EBIA will start the year in distance learning. In lieu of our typical start with a week of minimum days for orientation, we are planning a longer orientation (2-3 weeks) to build a solid foundation for a year of teaching and learning in crisis. Specifically, our goals for orientation are COVID awareness and protocol, welcoming new students, tech training, assessments, course/advisory introduction, and community-building.

After orientation, our instructional model will build on distance learning and our ability to phase-in campus use will depend on regional COVID trends and program considerations. When safely and programmatically possible, we plan to invite students on campus in the following equity-driven priority for in-person meetings:

- o Targeted support for students with specialized needs (including EL, IEP)
- o Advisory/SEL meetings
- o Academic instruction (i.e., lab sciences, art, and small bubble cohorts)

In all cases, we recognize that some families will choose to engage 100% virtually, based on their family-determination of risk. Our models will be structured to provide that option even in scenarios where students are invited back to campus.

Finally, we are exploring the feasibility of welcoming a small group of students on site to complete the remote portion of their hybrid schedule while social distancing on campus under supervision, within safety, staffing and resource constraints. Our ability to offer this option will depend again on regional COVID trends and equity-driven priority will be applied to children of essential workers, students in need of credit recovery/academic support, and requests (pending space).

We wished and hoped that we would be in a different place in our collective fight against this pandemic, after our Shelter-In-Place in spring. But we will accept the current public

health/economic/educational conditions and move forward to provide stability, support and growth to our students and families, with safety as our highest priority.

In service,

Michelle S. Cho



EBIA Priorities and Guiding Principles

EBIA is a small Local Education Agency serving grades 6-12, authorized by Oakland Unified School District. Our students come from every zip code in Oakland and beyond, reflecting the racial and socio-economic diversity of Oakland. We lease two facilities (one from OUSD and the other private) in East Oakland, and while they have ample outdoor space, the buildings themselves are dated. Our re-opening framework takes these parameters into account and embodies the following community-centered priorities.

Health, safety, stability

- Learning curve with safety curriculum and protocol
- Managed transitions according to community risk

EBIA community needs

- Instructional: achievement gaps, learning loss
- Scheduling: diverse needs of families
- Nutrition services

EBIA mission and goals

- Prepare a diverse group of students to be thoughtful, engaged citizens who are leaders and innovators in the 21st century global world

Instructional Models

EBIA's re-opening framework recognizes that flexibility is required to protect the community and the program as we fight the pandemic. Throughout the year, EBIA will be balancing the educational and public health goals to serve our community, aligned with our priorities. The order of return to campus will be equity-based, to mitigate the disproportionate impact of the pandemic on certain student groups and/or subjects. In addition to the enabling conditions, actual invitation to campus will be subject to program considerations, including staff opt-in, staff availability, and calendar requirements.

Re-opening conditions in our framework below align to California Department of Public Health (CDPH) Guidance, the [Blueprint for a Safer Economy](#) and [Safe Schools for All Plan](#).

Very High Risk State/Alameda County Public Health (ACPHD) order to close

- Distance learning

High Risk Purple Tier Under Small Cohort Guidance

- Distance Learning
- **Targeted in-person support for students with specialized needs (incl. EL, IEP) 1-2x a week**

Medium Risk Red Tier

- Distance Learning
- Targeted in-person support for students with specialized needs (incl. EL, IEP) 1-2x a week
- **Advisory/SEL in person 1x a week**

Medium-low Risk Yellow Tier

- Distance Learning
- Targeted in-person support for students with specialized needs (incl. EL, IEP) 1-2x a week
- Advisory/SEL in person 1x a week
- **25-50% Select academic instruction in person 1-2x a week**

Low Risk Vaccine or cure widely available

- Full classroom instruction

Distance Learning (Very High Risk)

As long as the State and the Alameda County Public Health Department mandate school closure, EBIA will be in a 100% Distance Learning model. EBIA is building on its initial virtual school model from spring, which already met the distance learning requirements recently released by the State:

- Access to device and connectivity,
- Content aligned to grade-level standards with quality and challenge similar to in-person instruction,
- Academic and other supports for students not performing at grade level or have specific needs,
- IEP services,
- EL services,
- Daily live interaction with certificated staff and peers.

In addition to the requirements, the distance learning program at EBIA will pilot research-based practices to increase/maintain engagement, encourage collaboration, and increase/maintain sense of belonging and accountability.

Instruction	Platforms	Schedule	Social-emotional Learning
<ul style="list-style-type: none"> • Distant • Synchronous • Real-time and digital feedback 	<ul style="list-style-type: none"> • Echo • Google docs • Blended learning (various) • Zoom 	<ul style="list-style-type: none"> • Virtual 	<ul style="list-style-type: none"> • Virtual

At Upper campus, students will attend 3 remote meetings per course per week in Zoom. There is also advisory and time built-in for small group and 1:1 supports. The week begins on Monday with 30 minute sessions of each course, followed by longer blocks, advisory, and office hours Tuesday through Friday.

At Lower campus, students begin the week on Monday with class meeting and SEL lesson in advisory, followed by office hours. The rest of the week consists of advisory, 2 longer sessions of core subjects (whole cohort and then workshop/small group/independent work time), one elective, and one support group (ELA or math) per day.

HYBRID: Targeted Support (High Risk)

When Alameda County is in Purple Tier under the Small Cohort Guidance, we will continue with distance learning and add on in-person Targeted Support, as recommended by staff. Targeted supports would address needs of students who are English Language Learners, students with Independent Education Plans (IEPs), and students in need of assessments for services.

The individual or small group support meetings will be scheduled by staff and take place outside as much as feasible, with all COVID safeguard procedures.

Instruction	Platform	Schedule	Social emotional learning
<ul style="list-style-type: none"> • Distant • Synchronous • Real-time and digital feedback • Targeted in-person support for specialized needs 	<ul style="list-style-type: none"> • Echo • Google docs • Blended Learning (various) • Zoom 	<ul style="list-style-type: none"> • Virtual • By appointment 	<ul style="list-style-type: none"> • Virtual

HYBRID: Advisory/SEL (Medium Risk)

When the Alameda County is in the Red Tier, we will explore the feasibility of adding advisory meetings on campus to meet the social and emotional needs of our students. Under current public health guidelines, these meetings would occur in stable groups as practicable. The on campus meetings will take place outside as much as feasible, with all COVID safeguard procedures.

Instruction	Platforms	Schedule	Social emotional Learning
<ul style="list-style-type: none"> • Distant • Synchronous • Real-time and digital feedback • Targeted in-person support for specialized needs 	<ul style="list-style-type: none"> • Echo • Google docs • Blended Learning (various) • Zoom 	<ul style="list-style-type: none"> • Virtual (Upper) • Modified (Lower) 	<ul style="list-style-type: none"> • Virtual • In-person

Upper campus will still utilize the virtual schedule, and the students will have one day per week in the afternoon on-campus. This time will be used for advisory class, 1:1 check-ins with advisor or teachers, and small group support. Academic classes would continue to meet remotely and families could opt out of on-campus time without impacting access to academic classes.

Lower campus would move to a modified schedule that would allow students to take turns coming on campus for advisory/SEL, once a week. Classes would be held virtually on other days of the week. On campus days, students would be on campus for part of the day and spend the rest of the day in virtual class and/or independent work time.

HYBRID: Academic (Medium-Low Risk)

When the Alameda County is in the Yellow Tier, we will explore the feasibility of adding academics strategically on campus to meet the subject or grade-specific needs. Under current public health guidelines, these meetings would occur in stable groups. The on campus meetings will take place with all COVID safeguard procedures.

Instruction	Platform	Schedule	Social emotional Learning
<ul style="list-style-type: none"> • Distant and In-person • Synchronous • Real-time and digital feedback • Targeted in-person support for specialized needs 	<ul style="list-style-type: none"> • Echo • Google docs • Blended Learning (various) • Zoom • Lab/classroom 	<ul style="list-style-type: none"> • Virtual (Upper) • Modified (Lower) 	<ul style="list-style-type: none"> • Virtual • In-person

Classroom Instruction (Low Risk)

When a vaccine or a cure becomes widely available, we expect state guidance will be to return to classroom. We will return to regular school days (upper: 8:30 am to 3:45 pm; lower: 9 am to 3:30 pm) five days a week.

Instruction	Platform	Schedule	Social emotional Learning
<ul style="list-style-type: none"> • In-person • Real-time and digital feedback 	<ul style="list-style-type: none"> • Echo • Google docs • Blended Learning (various) 	<ul style="list-style-type: none"> • Regular bell schedule 	<ul style="list-style-type: none"> • In-person

Extended Learning on Campus

To the extent feasible, EBIA is providing a limited number of seats on campus under the small cohort guidance for students to social distance and participate in the distance learning portion of their hybrid schedule, under supervision of a dedicated cohort supervisor and with the support of administrators. We utilize outdoor space as much as possible.

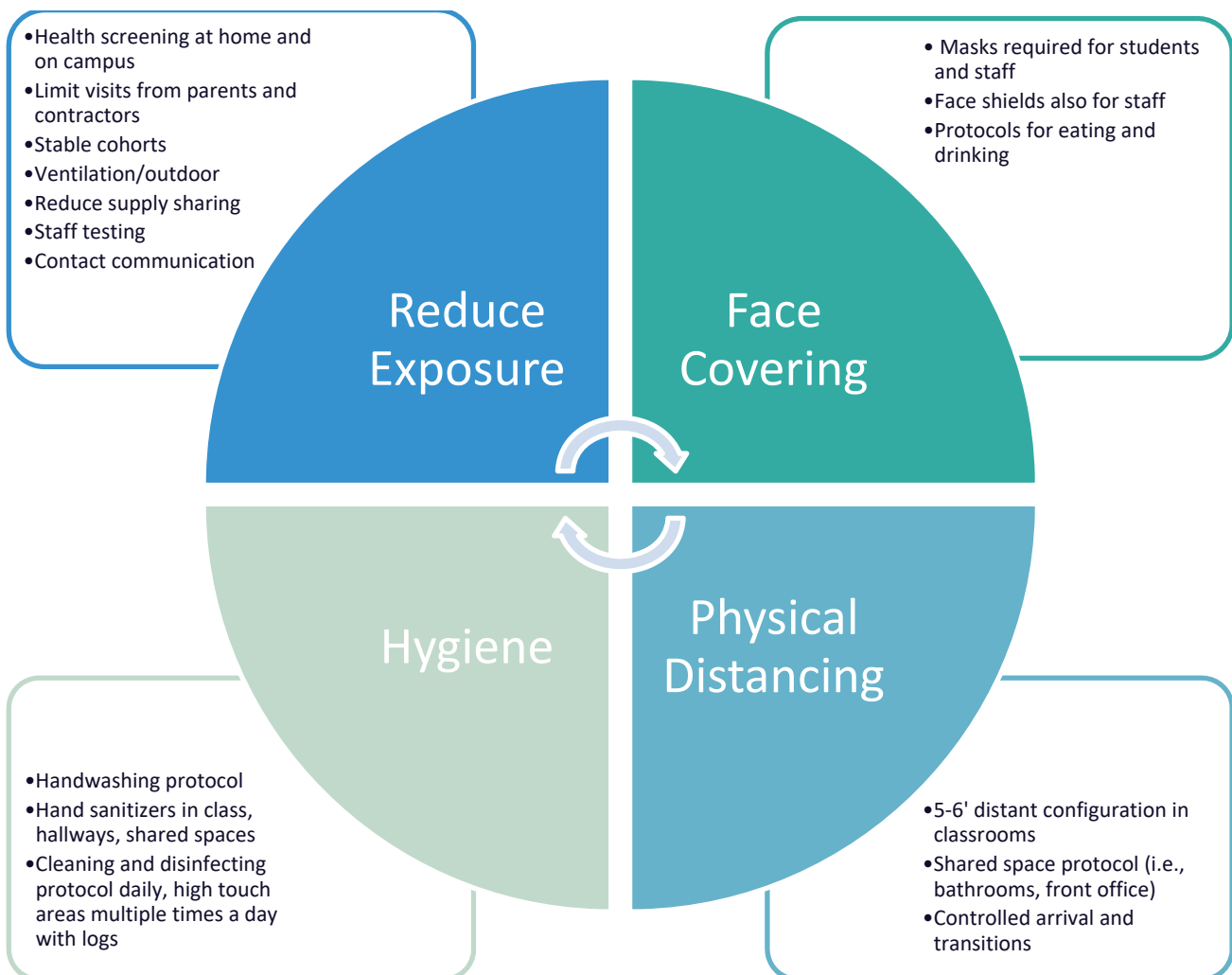
We will prioritize the following groups of students for this program:

- Children of essential workers,
- Students behind in academics,
- Requests pending space (i.e., single parent/guardian)

COVID-19 Safeguards

EBIA Culture of Care- Cover, Clean, Care (3Cs)

At EBIA, we are a community that cares for each other. We will extend our culture of care to meet the health and safety needs of the current time. Our team will provide ongoing education and support to staff, students, and families so that we all embrace the following practices on campus. EBIA follows Alameda County Office of Education/Alameda County Public Health Guidelines, which are subject to change.



Ongoing Engagement, Education, and Support

Our school leaders and community are familiar with the Alameda County Public Health Department (ACPHD) orders and with the Alameda County Office of Education (ACOE) School Reopening guidance and are committed to regular engagement and collaboration with all stakeholders.

- The Executive Director and Director of Operations stay current and highly engaged by attending weekly joint agency informational calls, by seeking out and attending webinars, and by monitoring news sources on a daily basis. ACOE and ACPHD websites, guidance documents, and experts guide every school reopening decision.
- The wider School Leadership Team (principals, deans, and operational leaders) are kept up to date with the evolving health orders and guidance via real time slack/email updates from the Executive Director, via ongoing weekly review during the School Leadership Team meetings, and via in-depth training before each school reopening milestone.
- Teachers and staff remain familiar with guidance through periodic presentations from the Executive Director and other school leaders, a weekly informational corner in the staff newsletter, and in-depth training before each school reopening milestone.
- Families are familiar with best practices and requirements through a weekly informational corner in the family newsletter, virtual town hall meetings, recorded trainings, and written return-to-campus agreements.
- Students have a thorough orientation upon return to campus. Signage, enforcement, and modeling keep the safeguards top of mind while on site. Advisory lessons also periodically address COVID safeguards.

Reduce Exposure

Health Screening: at home and on campus

We ask each family and staff member to screen for temperature and symptoms at home before leaving home to come to school. Families will also receive periodic email reminders of this requirement when they return to campus. Families will find these questions in their email, and this list will be posted on the eastbayia.org website and the students Echo homepage.

- Are you or anyone you have close contact with being tested or confirmed to be COVID-19 positive?
- Do you have a temperature of 100 F or higher?
- Do you have fever or chills, fatigue, body aches or headache?
- Do you have new or worsening cough? Sore throat? Difficulty breathing?
- Do you have loss of smell, taste, or appetite?

If you answer “YES” to any of the above, we ask that you stay home in abundance of caution and contact a health provider for next steps. If you are tested and confirmed to be positive, please

contact the school. We will take the necessary steps to contain the spread while protecting your privacy.

School staff will also be checking temperature with a no-touch thermometer and asking these screening questions on site.

Stable Groups

Students will mix as little as possible upon return to campus. When a limited number of students are invited on campus for Targeted Support the students will work socially-distanced in small groups or one-to-one with teachers or support staff. When students are invited back for Advisory/SEL time they will meet in their Advisory groups in an assigned and separate space outdoors. Advisory groups are stable groups, with no more than 25 students, one teacher, and as needed, one support staff. As we progress through the stages of our reopening plan group stability and size will continue to inform our scheduling and academic decisions.

Staff and Student Testing (amended March 17, 2021)

Surveillance testing is encouraged for all staff who come on campus. The small group of EBIA staff working on site for operations and Targeted Support utilize the free surveillance testing from health care providers or at a community testing centers at least once a month.

When the majority of staff and students return for Hybrid instructional models, EBIA will contract with a mobile testing provider for regular surveillance testing services onsite that comply with [CDPH recommended cadence](#) in effect at the time.

In addition to asymptomatic surveillance testing, EBIA will offer response testing onsite for all who may have been exposed to a confirmed COVID-19 case on campus or who feel symptomatic.

Limit Visitors and Contractors

Until the pandemic is contained only EBIA employees will be allowed on campus. EBIA will not utilize substitute teachers or volunteers. EBIA contracts with a janitorial company for cleaning services; the company is providing one consistent person for each campus to provide day porter services. Should tradespeople need to come on campus for repair or improvements they will be scheduled when students are not present.

Ventilation and Outdoor Settings

Students will meet outdoors as much as possible.

When students must come inside ventilation will be maximized:

- Windows and doors will be open.
- The Lower School has an HVAC fan system which exhausts indoor air through the roof. This system runs 24 hours a day for maximum air changes per hour.
- Portable air purifiers with medical grade HEPA filters will be deployed in shared spaces and classrooms as needed.
- Industrial fans will be deployed strategically where helpful to promote air changes.

Reduce Supply Sharing

EBIA has assigned each student a Chromebook which only he/she/they will use; computers will not be shared. To the extent possible school supplies (scissors, pencils, markers, etc.) will not be shared. If equipment needs to be shared (lab equipment, desks, loaner Chromebooks) the objects will be thoroughly sanitized between users.

Containment and Response Plans

If a student shows COVID-19 symptoms while on campus they will be directed to a designated space on campus to quarantine and parents/guardians will be contacted for immediate pick up.

Parent/guardian should then contact their healthcare provider immediately for next steps, which may involve testing and quarantine for the student and family.

The parent will stay in touch with the COVID liaison, inform the school of the health care providers advice, and share the results of any COVID test. The student shall not return to campus until that conversation has taken place. EBIA will follow the guidance of ACPHD to determine the students safe return to campus, the period required for quarantine or isolation, and any contact tracing or reporting that may be required.

If a staff member shows COVID-19 symptoms while on campus, they will be asked to return home immediately. They will be directed to contact their healthcare provider immediately for next steps, and the staff member will inform the COVID liaison of the results of the consultation. EBIA will follow the guidance of ACPHD to determine staff's safe return to campus.

Contact Communication

All staff, students, and families are required to inform an EBIA COVID liaison immediately if a student is being tested or has tested positive for COVID 19. You may call 510-577-9557 and ask to be transferred to a COVID liaison or email directly to amanda.okamoto@eastbayia.org, or francesca.fay@eastbayia.org, or bonita.herrera@eastbayia.org. Communications will be consistent with privacy requirements.

EBIA will follow the guidance of the ACPHD for contact communication and tracing. Briefly, all members of a cohort and all those who have had close contact with the COVID positive individual will be notified, advised to contact their health care provider, and will quarantine. Details of protocols for different scenarios can be found at www.acoe.org/schoolguidance, Addendum 2.

Face Covering

Masks and PPE

Students and staff will be required to wear face masks at all times while on site, and staff will also be supplied plastic face shields. Students and staff will be issued reusable masks, and may choose to bring their own CDC approved mask (multi-layer, well fitting, no valves). EBIA will also keep an adequate supply of disposable masks on site. Gloves will be available for those who wish to use them.

Protocols for Eating and Drinking

Eating will be minimized, times and areas will be designated by teachers, and monitored for safe physical distancing.

Traditional sipping water fountains will be closed. Students will be encouraged to bring their own reusable water bottle. EBIA will have a supply of paper cups or bottled water for those who forget. Water breaks will be designated by the teacher, and physical distancing will be monitored.

Physical Distancing

5-6' configurations

Outdoor and indoor classroom seating will be arranged to allow for 5-6' of space between people. Markers and signs around campus will serve as a reminder and an illustration of 6' of distance. If and when the distancing guidelines change, EBIA will comply with the guidance changes.

Shared space protocols

Staff will monitor capacity and traffic flow at all shared spaces, such as restrooms and front office, to ensure physical distancing.

Controlled arrival and transitions

Parents/guardians will drop off and pick up students at a designated check point and will not enter the campus. Families will be assigned staggered arrival and departure times. Students will be screened for fever and symptoms upon arrival. Staff members will monitor staggered traffic flow along the hallways to ensure safe student movement.

To the extent possible, cohorts will stay in one location to eliminate mid-day transitions.

Hygiene

Handwashing, Hand Sanitizer and Cleaning Supplies

Campus handwashing stations have soap, running water, and touchless paper towel dispensers. Proper handwashing technique will be demonstrated during Advisory/SEL lessons and supported through CDC signage at sinks.

Hand sanitizer dispensers have been installed throughout the buildings. When students meet outside each cohort's class spot will have a mobile hand sanitizer station. Hand sanitizing times will be built into the schedule.

Self-serve cleaning supplies will be available in each classroom and shared space. EBIA will provide products that are non-bleach and List-N approved (EPA tested for killing coronavirus).

Janitorial Cleaning and Disinfecting

Each campus has a day porter who will clean bathrooms and high touch surfaces at a minimum of every two hours. A log will be maintained. Janitorial performs a deep clean every night and will disinfect between cohorts. Janitorial is prepared with disinfection protocols to employ should we have a positive case on campus.

Contact Information and Reopening Specifics

Name of School/District

East Bay Innovation Academy

Business Address

3400 Malcolm Avenue, Oakland CA 94602

Executive Director

Michelle Cho

Date of Reopening*

As soon as March 8, 2021*, Trimester 3. EBIA will commence phased re-opening, moving through the models outlined in our re-opening plan (pp 7-12)

**Date may change based on labor agreements and California and Alameda County Public Health Department guidance. Currently, middle and high schools may only open if the county has been in the Red Tier for 5 consecutive days.*

Date of Submission

January 31, 2021

School Type

Public Charter, serving grades 6 -12

COVID-19 Liaisons

Amanda Okamoto, Dir. of Operations, amanda.okamoto@eastbayia.org, 510-577-9557

Francesca Fay, Asst Dir. of Instruction, francesca.fay@eastbayia.org, 510-577-9557

Bonita Herrera, Dir. of Community and Data, bherrera@eastbayia.org, 510-577-9557

School Sites Reopening

EBIA Lower School- 3400 Malcolm Avenue, Oakland CA 94605

- Reopening for up to 360 6th – 8th grade students and up to 30 staff members

EBIA Upper School- 3800 Mountain Blvd, Oakland CA 94619

- Reopening for up to 265 9th - 12th grade students and up to 29 staff members

A copy of this reopening plan can be found on the front page of the school website,
www.eastbayia.org

ACPHD and ACOE School Reopening Checklist

	Item	Details
✓	Contact Information and Reopening Specifics	p 21
✓	Health Order/Guidance	p 15
✓	School Reopening Plan is Posted	www.eastbayia.org
✓	Cleaning, Disinfection and Ventilation	pp 17-18, 20
✓	Cohorting (Stable Groups)	p 17
✓	Physical Distancing	p 19
✓	Entrance, Egress, and Movement within the School	pp 17,19
✓	Face Coverings and Other Essential Gear	p 19
✓	Health Screenings for Students and Staff	p 16
✓	Health Hygiene Practices	p 20
✓	Identification and Tracing of Contacts	p 18
✓	Staff Training and Family Education	p 16
✓	Testing of Staff	p 17
✓	Triggers for Switching to Distance Learning	pp 8-13
✓	Communication Plans	p 18

Cover Sheet

East Bay Innovation Academy Year To Date Financial Update

Section: IV. Finance and Development
Item: A. East Bay Innovation Academy Year To Date Financial Update
Purpose: Discuss
Submitted by:
Related Material: EBIA 20-21 FEB Financials 2021.03.16 YTD.pdf
EBIA 20-21 FEB Financials 2021.03.16 CF.pdf

East Bay Innovation Academy

Monthly Cash Forecast

As of Feb close

	2020/21												Forecast	AP/AR
	Actual & Projected													
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	1,110,305	1,267,607	1,144,344	1,336,079	1,290,714	1,274,567	1,144,907	1,298,770	1,047,131	1,198,340	830,257	476,649		
Revenue														
LCFF Entitlement	-	279,910	369,502	491,706	462,027	462,027	491,706	342,570	492,793	167,444	167,444	167,444	5,453,154	1,558,583
Federal Income	-	-	274,727	-	1,404	24,258	42,558	-	124,716	10,367	4,769	24,144	575,116	68,173
Other State Income	16,164	19,827	78,354	32,178	49,448	32,206	76,809	-	128,352	53,165	41,263	21,761	766,432	216,906
Local Revenues	0	2,290	120	42	8,047	35,162	(1,098)	0	68,234	4,998	35,972	4,127	168,287	10,395
Fundraising and Grants	4,237	21,525	2,399	20,970	2,195	3,809	26,896	1,371	(11,456)	14,037	14,037	14,037	144,056	30,000
Total Revenue	20,401	323,552	725,102	544,895	523,121	557,461	636,871	343,941	802,639	250,010	263,484	231,512	7,107,045	1,884,056
Expenses														
Compensation & Benefits	172,527	418,192	420,510	472,805	406,011	463,060	432,814	399,112	525,346	472,733	472,733	359,407	4,987,712	(27,541)
Books & Supplies	536	28,813	31,992	53,444	26,991	147,744	42,408	61,943	15,586	13,898	13,898	13,898	451,153	-
Services & Other Operating Expenses	55,420	107,735	162,635	102,648	154,827	144,244	73,170	136,844	210,739	123,301	123,271	165,318	1,635,638	75,487
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	228,483	554,740.23	615,136	628,898	587,829	755,049	548,392	597,899	751,672	609,933	609,903	538,624	7,074,502	47,946
Operating Cash Inflow (Outflow)	(208,082)	(231,188)	109,966	(84,002)	(64,708)	(197,588)	88,479	(253,957)	50,968	(359,924)	(346,419)	(307,111)	32,544	1,836,110
Revenues - Prior Year Accruals	463,920	233,880	226	24,155	68,846	-	32,937	-	73,086	-	-	-	-	-
Expenses - Prior Year Accruals	(8,192)	(31,679)	(4,732)	(669)	(2,340)	-	(32,937)	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(63,753)	(112,392)	68,852	(3,769)	(36,208)	49,008	46,816	(16,265)	-	-	-	-	-	-
Summerholdback for Teachers	(115,784)	18,117	17,423	18,921	18,262	18,920	18,568	18,583	27,155	27,155	27,155	27,155	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	(35,314)	(34,345)	(33,389)	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	89,192	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,267,607	1,144,344	1,336,079	1,290,714	1,274,567	1,144,907	1,298,770	1,047,131	1,198,340	830,257	476,649	163,304		

East Bay Innovation Academy

Budget vs. Actuals
As of Feb close

	Actual			Budget vs. Actual			Budget					
	Dec	Jan	Feb	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY												
Revenue												
LCFF Entitlement	462,027	491,706	342,570	2,899,448	3,018,902	(119,454)	5,418,258	5,453,154	5,453,154	-	2,553,706	53%
Federal Revenue	24,258	42,558	-	342,947	258,609	84,338	721,089	581,752	575,116	(6,636)	232,169	60%
Other State Revenues	32,206	76,809	-	304,986	366,349	(61,363)	774,619	767,040	766,432	(608)	461,446	40%
Local Revenues	35,162	(1,098)	0	44,562	30,016	14,546	162,336	168,287	168,287	-	123,725	26%
Fundraising and Grants	3,809	26,896	1,371	83,401	91,434	(8,032)	144,056	144,056	144,056	-	60,655	58%
Total Revenue	557,461	636,871	343,941	3,675,344	3,765,310	(89,965)	7,220,358	7,114,290	7,107,045	(7,244)	3,431,701	52%
Expenses												
Compensation and Benefits	463,060	432,814	399,112	3,185,032	3,372,157	187,125	4,953,494	4,977,164	4,987,712	(10,547)	1,802,680	64%
Books and Supplies	147,744	42,408	61,943	393,871	316,431	(77,440)	383,774	396,683	451,153	(54,470)	57,282	87%
Services and Other Operating Expenditures	144,244	73,170	136,844	937,522	1,175,654	238,131	1,859,095	1,684,448	1,635,638	48,810	698,115	57%
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	755,049	548,392	597,899	4,516,425	4,864,242	347,817	7,196,362	7,058,295	7,074,502	(16,207)	2,558,077	64%
Operating Income	(197,588)	88,479	(253,957)	(841,081)	(1,098,932)	257,851	23,996	55,995	32,544	(23,452)	873,624	
Fund Balance												
Beginning Balance (Unaudited)	210,211	12,623	101,103	688,226	688,226	-	688,226	688,226	688,226	-	-	-
Audit Adjustment	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance (Audited)	-	-	-	688,226	688,226	-	688,226	688,226	688,226	-	-	-
Operating Income	(197,588)	88,479	(253,957)	(841,081)	(1,098,932)	257,851	23,996	55,995	32,544	(23,452)	873,624	
Ending Fund Balance	12,623	101,103	(152,855)	(152,855)	(410,706)		712,222	744,221	720,770			
Capital Outlay	-	-	-	-	-		-	-	-			

East Bay Innovation Academy

Budget vs. Actuals
As of Feb close

Detail	Actual			Budget vs. Actual			Budget					
	Dec	Jan	Feb	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
Enrollment Breakdown	M5	M6	M7									
6		110	110	110			112	112	112	-		
7		127	127	126			128	128	128	-		
8		123	123	123			123	123	123	-		
9		61	61	60			60	60	60	-		
10		76	76	76			76	76	76	-		
11		64	64	64			64	64	64	-		
12		64	64	64			64	64	64	-		
Enrollment Summary												
4-6		110	110	110			112	112	112	-		
7-8		250	250	249			251	251	251	-		
9-12		265	265	60			264	264	264	-		
Total Enrolled		625	625	419			627	627	627	-		
ADA %												
4-6		96.5%	96.8%	96.3%			95%	95%	95%			
7-8		97.2%	97.4%	96.8%			95%	95%	95%			
9-12		94.1%	96.4%	92.9%			92%	92%	92%			
Average		95.8%	96.9%	95.6%			94%	94%	94%			
ADA												
4-6		106.2	106.5	105.9			106.4	106.4	106.4			
7-8		243.0	243.4	241.8			238.5	238.5	238.5			
9-12		249.3	255.6	253.3			242.9	242.9	242.9			
Total ADA		598.5	605.5	600.9			587.7	587.7	587.7			
Demographic Information												
Prior Year												
ADA (P-2)							594	588	587.80			
CALPADS Enrollment (for unduplicated % calc)							620	620	620			
# Unduplicated Count (CALPADS)							207	207	207			
# Free & Reduced Lunch (FRL) (CALPADS)							177	177	177			
# ELL (CALPADS)							39	39	39			
Current Year							-	-	-			
CALPADS Enrollment (for unduplicated % calc)							627	627	627			
# Unduplicated Count (CALPADS)							209	231	231			
# Free & Reduced Lunch (FRL) (CALPADS)							179	207	207			
# ELL (CALPADS)							39	51	51			
New Students							7	7	7			

East Bay Innovation Academy

Budget vs. Actuals

As of Feb close

	Actual			Budget vs. Actual			Budget					
	Dec	Jan	Feb	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
REVENUE												
LCFF Entitlement												
8011 Charter Schools LCFF - State Aid	342,570	342,570	342,570	2,093,484	2,093,483	1	3,806,332	3,841,228	3,841,228	-	1,747,744	55%
8012 Education Protection Account Entitlement	-	29,679	-	59,358	59,358	-	118,716	118,716	118,716	-	59,358	50%
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Property Taxes	119,457	119,457	-	746,606	866,062	(119,456)	1,493,210	1,493,210	1,493,210	-	746,604	50%
SUBTOTAL - LCFF Entitlement	462,027	491,706	342,570	2,899,448	3,018,902	(119,454)	5,418,258	5,453,154	5,453,154	-	2,553,706	53%
8100 Federal Revenue												
8181 Special Education - Entitlement	-	-	-	-	-	-	77,500	77,500	77,500	-	77,500	0%
8182 Special Education Reimbursement	-	-	-	-	-	-	202,500	86,400	86,400	-	86,400	0%
8220 Child Nutrition Programs	455	1,364	-	1,819	22,753	(20,933)	37,921	13,272	6,636	(6,636)	4,817	27%
8291 Title I	23,795	-	-	23,795	19,028	4,768	38,055	38,055	38,055	-	14,260	63%
8292 Title II	-	3,286	-	3,286	6,195	(2,909)	12,390	12,390	12,390	-	9,104	27%
8294 Title IV	-	2,500	-	2,500	5,000	(2,500)	10,000	10,000	10,000	-	7,500	25%
8297 PY Federal - Not Accrued	8	-	-	1,412	-	1,412	-	1,412	1,412	-	-	100%
8299 All Other Federal Revenue	-	35,408	-	310,135	205,634	104,501	342,723	342,723	342,723	-	32,588	90%
SUBTOTAL - Federal Income	24,258	42,558	-	342,947	258,609	84,338	721,089	581,752	575,116	(6,636)	232,169	60%
8300 Other State Revenues												
8319 Other State Apportionments - Prior Years	-	-	-	237	142	95	237	237	237	-	-	100%
8381 Special Education - Entitlement (State)	32,178	32,178	-	196,644	200,986	(4,342)	357,273	356,069	356,069	-	159,425	55%
8382 Special Education Reimbursement (State)	-	-	-	-	-	-	82,080	77,760	77,760	-	77,760	0%
8520 Child Nutrition - State	28	77	-	104.89	1,580	(1,475)	3,160	1,106	498	(608)	393	21%
8545 School Facilities Apportionments	-	-	-	-	89,250	(89,250)	178,500	178,500	178,500	-	178,500	0%
8550 Mandated Cost Reimbursements	-	-	-	17,270	17,270	-	17,270	17,270	17,270	-	-	100%
8560 State Lottery Revenue	-	44,554	-	44,554	29,262	15,292	89,923	89,923	89,923	-	45,369	50%
8590 All Other State Revenue	-	-	-	46,176	27,859	18,317	46,176	46,176	46,176	-	-	100%
SUBTOTAL - Other State Income	32,206	76,809	-	304,986	366,349	(61,363)	774,619	767,040	766,432	(608)	461,446	40%
8600 Other Local Revenue												
8660 Interest	0	0	0	0	1	(0)	1	1	1	-	0.92	29%
8690 Other Local Revenue	5,221	9,042	-	24,761	6,270	18,491	18,810	24,761	24,761	-	-	100%
8701 Oakland Measure N	19,801	-	-	19,801	-	19,801	103,950	103,950	103,950	-	84,149	19%
8703 Oakland Measure G1	-	-	-	-	23,745	(23,745)	39,575	39,575	39,575	-	39,575	0%
8999 Uncategorized Revenue	10,140	(10,140)	-	(0)	-	(0)	-	-	-	-	0	-
SUBTOTAL - Local Revenues	35,162	(1,098)	0	44,562	30,016	14,546	162,336	168,287	168,287	-	123,725	26%
8800 Donations/Fundraising												
8801 Donations - Parents	3,758	1,390	149	37,902	56,430	(18,528)	94,050	94,050	94,050	-	56,148	40%
8802 Donations - Private	51	25,506	1,222	45,493	35,000	10,493	50,000	50,000	50,000	-	4,507	91%
8803 Fundraising	-	-	-	6	4	2	6	6	6	-	-	100%
SUBTOTAL - Fundraising and Grants	3,809	26,896	1,371	83,401	91,434	(8,032)	144,056	144,056	144,056	-	60,655	58%
TOTAL REVENUE	557,461	636,871	343,941	3,675,344	3,765,310	(89,965)	7,220,358	7,114,290	7,107,045	(7,244)	3,431,701	52%

East Bay Innovation Academy

Budget vs. Actuals

As of Feb close

		Actual			Budget vs. Actual			Budget					
		Dec	Jan	Feb	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES													
Compensation & Benefits													
1000	Certificated Salaries	-	-	-									
1100	Teachers Salaries	199,611	192,987	194,047	1,341,056	1,336,113	(4,944)	1,995,119	2,047,919	2,047,919	-	706,863	65%
1103	Teacher - Substitute Pay	-	-	-	19,278	35,670	16,392	53,355	20,000	20,000	-	722	96%
1148	Teacher - Special Ed	24,893	24,853	24,873	175,811	173,311	(2,500)	259,367	259,367	259,367	-	83,556	68%
1160	Teacher - Custom 2	15,209	14,828	15,019	105,732	103,693	(2,039)	158,298	158,298	158,298	-	52,566	67%
1170	Teacher - Custom 3	3,961	-	-	27,541	57,960	30,419	57,960	57,960	57,960	-	30,419	48%
1300	Certificated Supervisor & Administrator Salaries	27,152	27,619	27,010	207,373	213,650	6,277	320,025	320,025	321,441	(1,416)	114,068	65%
1311	Cert Admin - DESEL, Curr. Instr.	44,207	43,133	41,217	352,066	346,324	(5,743)	522,599	522,599	522,599	-	170,533	67%
SUBTOTAL - Certificated Employees		315,033	303,421	302,166	2,228,857	2,266,721	37,863	3,366,723	3,386,168	3,387,584	(1,416)	1,158,727	66%
2000 Classified Salaries													
2104	Classified - SPED	13,748	13,155	14,745	97,616	124,882	27,266	191,305	191,305	191,305	-	93,689	51%
2300	Classified Supervisor & Administrator Salaries	8,583	8,583	8,583	68,967	68,967	(0)	103,300	103,300	106,733	(3,433)	37,767	65%
2400	Classified Clerical & Office Salaries	9,517	8,876	8,323	73,486	97,893	24,407	145,540	145,540	145,540	-	72,054	50%
2402	Classified Clerical & Office Salaries - Community Engage	7,175	7,175	7,175	57,700	59,422	1,722	88,983	88,983	88,983	-	31,283	65%
SUBTOTAL - Classified Employees		39,023	37,789	38,826	297,769	351,164	53,396	529,128	529,128	532,561	(3,433)	234,793	56%
3000 Employee Benefits													
3100	STRS	49,138	47,736	47,604	343,483	366,075	22,593	543,726	546,866	547,095	(229)	203,612	63%
3300	OASDI-Medicare-Alternative	7,794	7,862	7,656	59,712	60,331	619	89,688	89,977	90,260	(283)	30,548	66%
3400	Health & Welfare Benefits	48,558	22,438	(2,982)	198,008	265,661	67,653	354,215	354,215	354,215	-	156,207	56%
3500	Unemployment Insurance	17	9,005	1,279	13,056	20,601	7,544	21,685	22,287	22,287	-	9,230	59%
3600	Workers Comp Insurance	3,043	4,108	4,108	40,153	35,306	(4,847)	38,959	39,153	44,201	(5,048)	4,048	91%
3900	Other Employee Benefits	455	455	455	3,994	6,297	2,303	9,371	9,371	9,509	(137)	5,515	42%
SUBTOTAL - Employee Benefits		109,004	91,604	58,120	658,406	754,272	95,866	1,057,643	1,061,868	1,067,566	(5,698)	409,160	62%

East Bay Innovation Academy

Budget vs. Actuals

As of Feb close

	Actual			Budget vs. Actual			Budget					
	Dec	Jan	Feb	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4000 Books & Supplies	-	-	-	-	12,568	12,568	13,794	13,794	13,794	-	13,794.00	0%
4100 Approved Textbooks & Core Curricula Materials	-	-	-	-	12,568	12,568	13,794	13,794	13,794	-	13,794.00	0%
4200 Books & Other Reference Materials	-	-	-	1,812	3,204	1,392	3,204	3,204	3,204	-	1,392.14	57%
4300 Materials & Supplies	1,391	2,833	275	5,149	34,485	29,336	34,485	19,485	19,485	-	14,336.27	26%
4320 Educational Software	4,200	2,250	-	61,257	60,525	(732)	66,430	66,430	66,430	-	5,173	92%
4330 Office Supplies	1,257	1,379	575	16,503	18,810	2,307	28,215	28,215	28,215	-	11,712	58%
4352 Quest (After School)	40	775	40	1,015	2,000	985	3,000	3,000	3,000	-	1,985	34%
4400 Noncapitalized Equipment	11,123	(1)	-	12,433	6,936	(5,497)	10,404	12,434	12,434	-	1	100%
4410 Classroom Furniture, Equipment & Supplies	-	14,732	20,338	38,447	31,889	(6,558)	35,000	20,000	40,000	(20,000)	1,553	96%
4420 Computers (individual items less than \$5k)	63,185	18,373	39,952	158,678	55,200	(103,478)	60,000	120,000	160,000	(40,000)	1,322	99%
4423 Staff Computers	-	-	-	14,176	32,200	18,024	35,000	15,000	15,000	-	824	95%
4430 Non Classroom Related Furniture, Equipment & Supplies	65,050	407	764	69,848	20,000	(49,848)	30,000	70,000	70,000	-	152	100%
4710 Student Food Services	1,499	1,661	-	13,134	37,921	24,787	63,202	22,121	16,590	5,530	3,457	79%
4720 Other Food	-	-	-	1,420	693	(726)	1,040	3,000	3,000	-	1,580	47%
SUBTOTAL - Books and Supplies	147,744	42,408	61,943	393,871	316,431	(77,440)	383,774	396,683	451,153	(54,470)	57,282	87%

East Bay Innovation Academy

Budget vs. Actuals

As of Feb close

	Actual			Budget vs. Actual			Budget					
	Dec	Jan	Feb	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000 Services & Other Operating Expenses												
5210 Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-
5220 Travel and Lodging	-	-	-	-	3,000	3,000	5,000	5,000	5,000	-	5,000	0%
5300 Dues & Memberships	321	312	318	13,313	9,306	(4,007)	15,511	15,511	15,511	-	2,198	86%
5450 Insurance - Other	6,189	5,124	5,124	52,161	71,027	18,866	78,375	78,375	59,565	18,810	7,404	88%
5515 Janitorial, Gardening Services & Supplies	10,031	11,576	11,063	79,843	93,600	13,757	156,000	141,000	141,000	-	61,157	57%
5535 Utilities - All Utilities	7,701	6,048	4,226	36,280	64,000	27,720	96,000	86,000	86,000	-	49,720	42%
5610 Rent	18,500	18,500	18,500	174,745	158,667	(16,078)	238,000	238,000	238,000	-	63,255	73%
5611 Prop 39 Related Costs	-	-	33,874	101,621	65,653	(35,968)	131,306	131,306	131,306	-	29,685	77%
5615 Repairs and Maintenance - Building	2,161	-	-	2,161	6,242	4,081	10,404	10,404	10,404	-	8,243	21%
5616 Repairs and Maintenance - Computers	-	-	-	-	3,333	3,333	10,000	-	-	-	-	-
5803 Accounting Fees	-	-	-	6,930	7,500	570	15,000	15,000	15,000	-	8,070	46%
5806 Assemblies	-	-	-	-	4,500	4,500	7,500	7,500	7,500	-	7,500	0%
5809 Banking Fees	79	71	36	8,398	23,333	14,936	35,000	35,000	35,000	-	26,602	24%
5810 Intersession	-	1,300	7,110	25,543	17,500	(8,043)	35,000	40,000	40,000	-	14,457	64%
5812 Business Services	17,460	5,250	6,288	61,082	45,778	(15,305)	68,666	78,666	78,666	-	17,584	78%
5815 Consultants - Instructional	-	-	-	21,000	35,000	14,000	35,000	35,000	35,000	-	14,000	60%
5820 Consultants - Non Instructional - Custom 1	-	-	-	10,253	15,000	4,747	25,000	25,000	15,000	10,000	4,747	68%
5824 District Oversight Fees	-	-	-	-	27,091	27,091	54,183	54,532	54,532	-	54,532	0%
5836 Fingerprinting	-	-	-	357	3,174	2,817	3,483	3,483	3,483	-	3,126	10%
5839 Fundraising Expenses	20	332	20	1,096	9,000	7,904	15,000	15,000	15,000	-	13,904	7%
5843 Interest - Loans Less than 1 Year	-	-	-	-	-	-	5,752	2,370	2,370	-	2,370	0%
5845 Legal Fees	7,994	7,084	2,863	40,653	36,000	(4,653)	60,000	58,000	58,000	-	17,347	70%
5851 Marketing and Student Recruiting	-	-	-	4,119	6,000	1,881	10,000	10,000	10,000	-	5,881	41%
5857 Payroll Fees	395	371	714	3,459	3,396	(63)	5,094	5,094	5,094	-	1,635	68%
5860 Printing and Reproduction	76	-	-	76	300	224	500	500	500	-	424	15%
5861 Prior Yr Exp (not accrued)	4,771	-	-	4,900	-	(4,900)	-	4,900	4,900	-	-	100%
5863 Professional Development	8,990	60	100	11,012	16,000	4,988	24,000	24,000	24,000	-	12,988	46%
5866 SPED MH Day/NPS Services	45,291	525	2,476	105,188	283,333	178,146	425,000	231,667	231,667	-	126,479	45%
5869 Special Education Contract Instructors	8,926	7,115	8,505	50,273	75,000	24,728	125,000	115,000	105,000	10,000	54,728	48%
5872 Special Education Encroachment	-	-	-	-	-	-	13,455	13,455	13,455	-	13,455	0%
5875 Staff Recruiting	95	(194)	32,595	33,722	4,676	(29,046)	7,793	65,000	65,000	-	31,278	52%
5878 Student Assessment	-	-	-	8,069	18,000	9,931	30,000	20,000	20,000	-	11,931	40%
5880 Student Health Services	-	-	-	-	269	269	449	449	449	-	449	0%
5881 Student Information System	-	7,438	-	30,412	15,000	(15,412)	30,000	30,412	30,412	-	-	100%
5887 Technology Services	1,450	-	330	30,980	30,000	(980)	50,000	50,000	50,000	-	19,020	62%
5900 Communications	3,194	1,779	2,429	17,119	24,000	6,881	36,000	36,000	26,000	10,000	8,881	66%
5915 Postage and Delivery	600	480	275	2,759	974	(1,785)	1,624	2,824	2,824	-	65	98%
SUBTOTAL - Services & Other Operating Exp.	144,244	73,170	136,844	937,522	1,175,654	238,131	1,859,095	1,684,448	1,635,638	48,810	698,115	57%

East Bay Innovation Academy

Budget vs. Actuals
As of Feb close

	Actual			Budget vs. Actual			Budget					
	Dec	Jan	Feb	Actual YTD	Budget YTD	Variance (YTD less Budget)	Re-approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
6000 Capital Outlay												
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	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	755,049	548,392	597,899	4,516,425	4,864,242	347,817	7,196,362	7,058,295	7,074,502	(16,207)	2,558,077	64%
6900 Total Depreciation (includes Prior Years)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES including Depreciation	755,049	548,392	597,899	4,516,425	4,864,242	347,817	7,196,362	7,058,295	7,074,502	(16,207)	2,558,077	64%